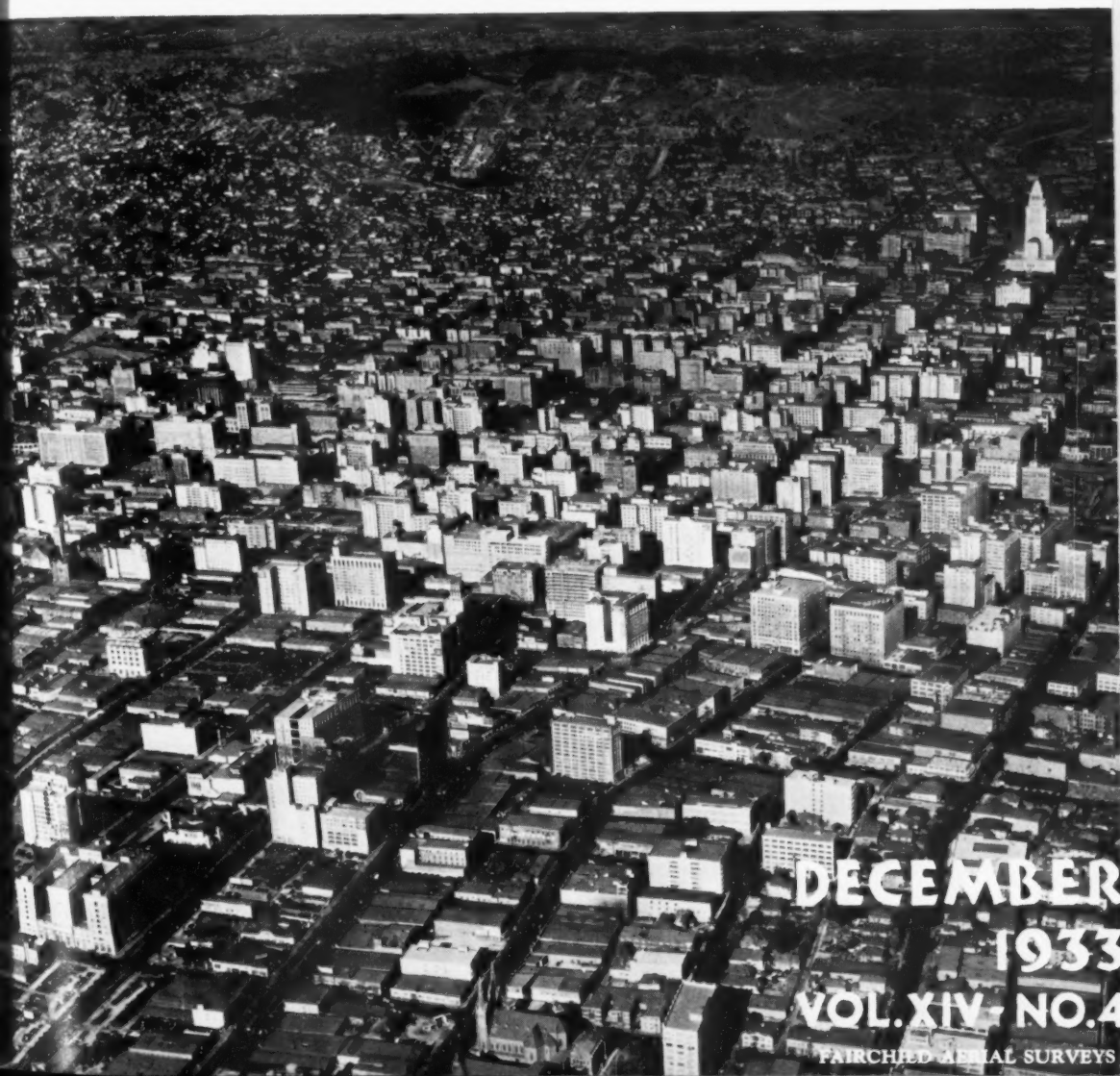


THE BUSINESS EDUCATION WORLD



DECEMBER

1933

VOL. XIV NO. 4

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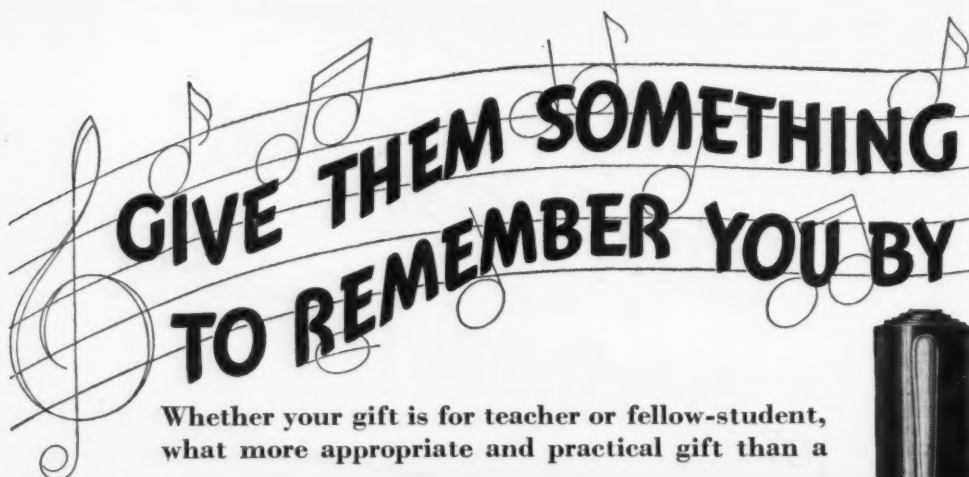
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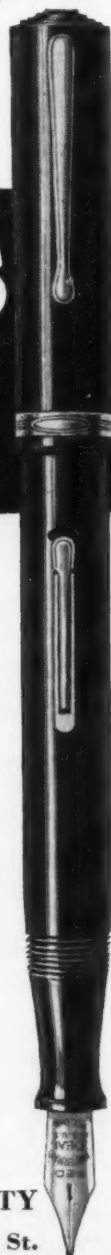
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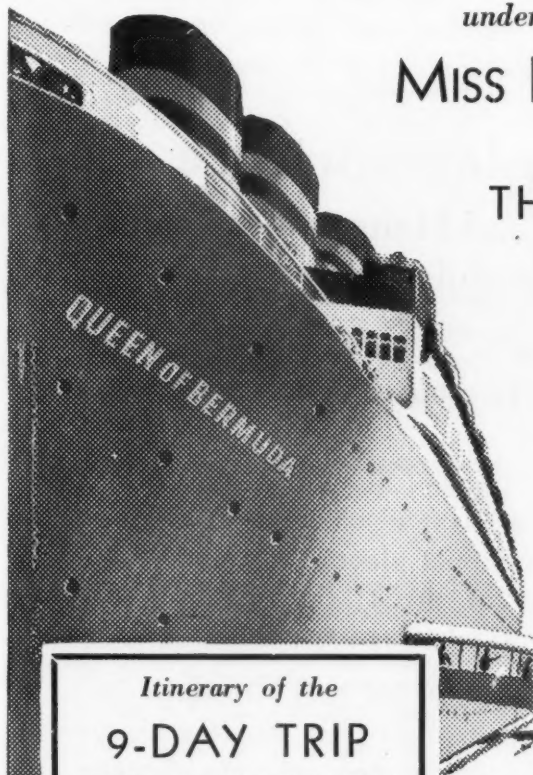
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No. 4

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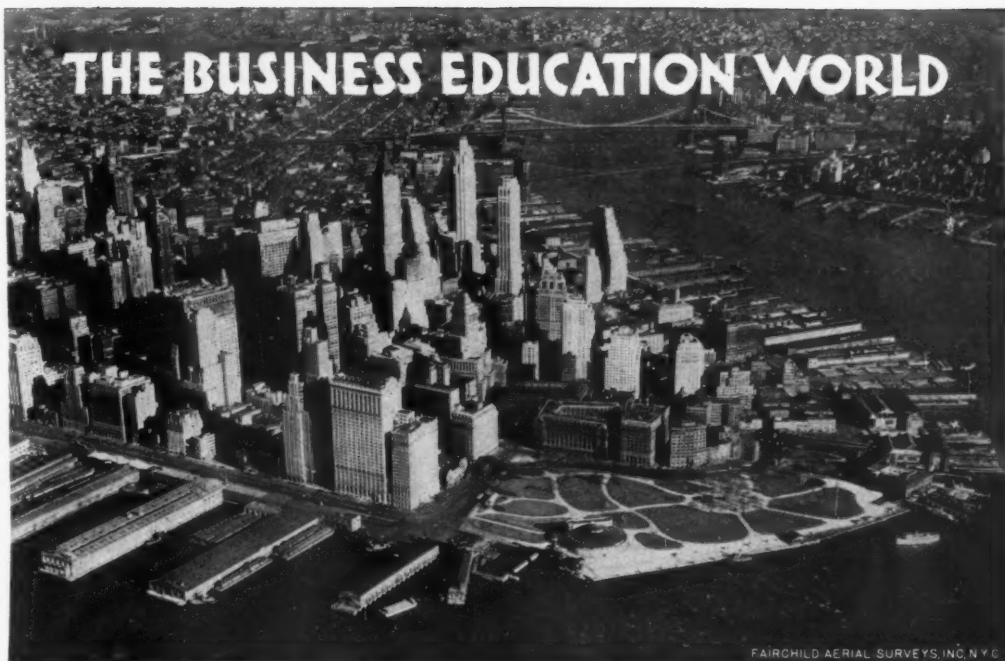
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FAIRCHILD AERIAL SURVEYS, INC., N. Y. C.

Vol. XIV

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No. 4

The Shrines of a Teacher and Students of Business English

By LUCY STONE McCARTY

Instructor in Commercial Education, Summer Session, University of Pittsburgh;
Teacher in Commercial Department, Schenley High School, Pittsburgh

IN the years that sometimes now seem a long while ago, I was a wide-eyed child in a large church and Sunday school. It happened that the church had been organized in the home of my maternal grandparents, and that they had cherished a wholesome pride in the fact that the Sunday school was one of the largest and, they believed, most beneficial gatherings of young people in western Pennsylvania.

It was as a member of this Sunday afternoon gathering that I and many other young people learned that many of the most sacred shrines of our lives would throughout life be invisible to the folks who probably had good reason to feel that they knew us well. It was here that we first visualized Jacob as he "was left alone" to wrestle with a man "until

the breaking of the day," and that we first sensed the majesty of Jacob's persistence and devotion when he refused to give up his struggle even with the break of day until he felt firmly assured of the blessing he craved.

Across the decades that have been lived since those years of an impressionable childhood, it has been my privilege to worship at many shrines. Whatever the other fields in which I have taught, I have always found myself wrestling with the details of English composition, and many of my semesters have found me definitely concerned with the problems incident to the teaching of what is popularly known as "Business English." In the hope of making more satisfactory progress, my students and I have gone together in a spirit of urgent need of blessing to a series of

shrines from which we firmly refused to take our departure until we were fully conscious of a progressive, active blessing. We have gone with our sins of omission and commission and remained until we found something like a satisfying remedy—at least, a strong hope of being less given to negligence and failure to find the correct form of expression, accompanied by a surcease of our incorrect habituations of the past.

Self-Examination

Early in each semester we have set up the shrine of self-examination. Here we have gone to inquire into our individual needs, and to find the courage and determination that are coincident to sincere self-improvement. Although we have not been beginners in the usage of oral and written composition, for we are concerned with our senior English work at the time, we have invariably found that we must give ourselves over into the hands of sentence structure for a period of wrestling.

Sentence Structure

If we come with the run-on fault, with the sin of lack of parallelism, or with the habit of simply putting many words together in the hope that they will get by as sentences, we come for help and remain until we have established a listening attitude toward our own speech and an examining eye toward the paragraphs we commit to paper. At times, the desire to improve our sentences greatly outruns our power to effect the needed changes.

Sometimes desire and accomplishment appear to run a neck-to-neck race. At other times, merely a devout kneeling at this helpful shrine of self-examination brings about so marked a change in the work of the student that we are all sure that, truly, the wish can be father to the thought. At yet other times, only much interchanging of papers between teacher and students, many individual conferences, and much study of current business English textbooks can help us to the place where we look and listen with profit to the sentence usage of those who frame their constructions with both accuracy and charm. Whatever the other blessings we have received at this shrine, we have invariably become possessed of one—according to our power for acquiring, we have come to know the joy of wrestling beyond the breaking of the day, even to the zenith of present possibilities.

Vocabulary Accuracy

With the sense of satisfaction that comes to us at this shrine, we find courage to pass on to another. At the altar of vocabulary accuracy we stop to make inquiry concerning our present practices and evidences of poverty. It requires scarcely more than a moment of self-examination to reveal many crying needs. Our spelling, our pronunciation, and our good taste in word usage are all markedly deficient. We start immediately to build personal shortage records.

Spelling Improvement

On the spelling sheet we list the words that are our individual demons, and for most of us the list is a rather comprehensive one. We are not deceived into believing that the mere listing of these demons will correct our shortcomings. We are well aware that only if the vigilance committee that is doing duty at the door of our thought will be so alert about the correction of these spelling demons as to consider it well worth while to root out an imperfect habituation and replace it with a perfect one can there be any progress. In order to accomplish this purpose, we set ourselves to watch for our pet demons in print and to listen for them in our own and other folks' speech. This constant alertness tends to make us visualize the correct spelling of the words that have bothered us until it trips off the tips of our pencils and pens as involuntarily as the incorrect spelling once leaped.

While this process is in progress, we kneel at our shrine frequently with a fervent request for sensitization to our spelling errors of which we have not, to date, been aware. These we gather from the corrections made for our fellow classmen, from the corrections made on our own work by all our teachers, and by being on the alert as we read for words that we realize would have given us trouble if we had been hearing them in dictation before we saw them in print.

Remedial Work in Pronunciation

When we betake ourselves to the altar of vocabulary accuracy for remedial work in pronunciation, we find that only occasionally are we aware of our shortcomings. We have mispronounced many words so long that we are quite happy to meet them in their incorrect garb. If others pronounce *research*,

ally, and *detail* with the accent on the second syllable and we accent the first, we calmly accept what seems to us a mere idiosyncrasy rather than to make inquiry as to the correct form. We find, therefore, that often we make more headway with this particular problem by building a class list of words to whose pronunciation we must give care.

We have tried many devices for the compilation of such a list, and have probably been happiest when we started our list by turning to the five hundred most frequently misspelled words taken from the three thousand most frequently used ones. This list indicates the words whose pronunciation has given others trouble. We find that we have an understanding sympathy for their ailments. Then we turn to some unpublished studies of spelling difficulties and check ourselves to see if we are having trouble with the pronunciation of any of the words to whose spelling we are going to turn our attention just as soon as we have made what seems to be reasonable progress with our personal spelling demons. Then we turn to standard business English textbooks and try pronouncing at sight the lists of problematic words that are there presented. From these sources we gather a sizable list to which we keep adding as we find ourselves individually responsible for mispronunciations.

Word Usage

As we kneel at our altar for help in the meaning of words, we often find ourselves rising to go directly to words of identical or similar pronunciations with slightly or even quite marked differences in spelling and meaning. We have yet to find a class in which there are not many of us on veritable quicksand concerning such words as *counsel*—*council*, *affect*—*effect*, and *where*—*wear*—*ware*.

Again we build a class list, beginning with our own readily observable deficiencies and adding to our list as we work through the vocabulary exercises of several business English texts. When we get our list compiled, we find that we have frequent occasions to visit and revisit our shrine for the sake of improvement, for whatever the causes of our poverty and inadequacy of this phase of vocabulary nicety, we have been awakened to an urgent desire for improvement.

After that state of mind has been attained, we are fully conscious of the fact that we cannot live happily with ourselves until we

have started definitely toward the goal of reasonably accurate and tasteful word usage—the sort that is possible only when realization of a deficiency is being steadily and effectively replaced by confidence in the



LUCY STONE McCARTY

possibility of improvement, which, in turn, gives place to regeneration and enlightenment.

Pronoun Usage

Encouraged by our devotions at the shrines of sentence structure and vocabulary niceties, we press on to a neighboring altar. Here we bow in quest of improvement in our pronoun usage. For the most part, our self-examination reveals to us that we are none too sure about even the recognition of pronouns and that, consequently, there is small wonder about our confusion in regard to the agreement of a pronoun with its antecedent in person and number. We have never found a permanent improvement in this field of difficulty until we have definitely assigned ourselves the task of correcting each other in our misusages as we meet during our habitual prattle—in clubs, home-room contacts, lunch-room and hall conversation, and the exchange of pleasantries that cheers us as we travel together to and from school.

Concurrent with this effort toward improvement, we find ourselves so involved in case-relationship problems that we are obliged

to halt long enough to let some words take on a meaningful relationship for us. We simply must get clear as to the distinction between the nominative case of a real subject of a finite verb and the objective case of an assumed subject of an infinitive. Similarly, we cannot leave this altar while there is any doubt in our minds about the case of a pronoun used as attribute complement that refers back to one of these assumed subjects. There is no chance whatever for pronoun happiness until we invariably are certain about *his* coming or *my* going when we are calling attention to the action achieved or state of being maintained rather than to the actor achieving the condition involved. When we have come to a reasonably satisfactory state of progress concerning our understanding of these most frequent pronoun inaccuracies, we breathe a few words of appreciation for the progress we have made and register a vow frequently and fervently to worship before the pronoun altar.

Verb Accuracy

Looking back a few years the teacher realizes that it was often necessary to stay for much longer periods at the shrine of verb accuracy than now seems necessary. The confusion once so prevalent between past tenses and past participles of such usual verbs as *speak*, *write*, *go*, *see*, and *come* has been practically cleared away. For this progress we first breathe a prayer of gratitude. Then we courageously get to work to correct some still prevalent difficulties.

After many periods of devotion before this shrine, we are doing better in our usage of *shall—will*, *should—would*, *may—can*, *let—leave*, *rise—raise*, *sit—set*, and *lie—lay*. Granted that again we are forced into some matters of terminology, we invariably feel that active and passive voice and transitive and intransitive forms are not unconquerable demons if we wrestle with them after the fashion of Jacob of Old—with a full realization that only in victory, complete and unquestionable, can there be a sense of mastery that puts these verb forms at our command when we need them. It is only when we have honestly and sincerely listed these correct usages as automatons that we feel that we have gained our blessing at the verb-accuracy shrine and are prepared to move forward to another.

Miscellaneous Word Accuracy

Before the altar of miscellaneous word accuracy we assemble with varying needs. Some of us are still burdened with double negatives. Others who are free from these monstrosities are laden with the excess baggage of double superlatives or double comparatives. Few of us give any care to our usage of *as . . . as—so . . . as* or *farther—further*. Only occasionally has one or two of us considered such shades of distinction as *healthy—healthful*. It is quite usual for many of us to be using *of* in place of *have* in a few verb phrases. Very frequently we wait *on* our friends when we have no intention of rendering service to them. Almost without exception we make no distinction between *but what* and *but that*. It is just an ordinary occurrence for us to confuse such prepositions as *in—into*, and *between—among*. We should just as lief call a *remainder* a *balance* as to use the correct term. We suffer no annoyance at using or hearing *these kind* and *that sort of a man*. We experience little, if any, unhappiness when adjectives are disporting themselves in the abode of adverbs. We feel no qualms of conscience about using *less* and *fewer* interchangeably or, indeed, about using *less* on every occasion and giving *fewer* a complete go-by. We think little or nothing of having one of two persons the *busiest* one. It is a matter of small moment to us whether we order a hot cup of chocolate or a cup of hot chocolate, whether we only remain three hours or remain only three hours, whether we go *there* or *their*, whether we just want a pencil or want just a pencil.

Hence with this odd assortment of inaccuracies and deficiencies, we gather before the shrine at which we breathe our prayers for needed replacement of whatever variety within this range. Our transgressions sometimes seem so firmly established with us that we feel doubtful of progress. Finally, we begin to see that we have not knelt in vain before the altar of miscellaneous word accuracy and rise with the assurance that we have been sensitized to inaccuracies and spurred to courageous endeavor, which ultimately leads us into much more nearly correct habituations—sometimes even correct ones.

Punctuation and Capitalization

Encouraged as we glance back upon the array of shrines at which we have first lin-

gered and then frequently visited for just a few minutes, we hasten to the altar whence cometh help for our punctuation and capitalization ailments. It is seldom that we can start a personal list of known difficulties for this field. Usually, we are obliged to admit that we come as humble enough supplicants but as very confused ones. We ask for the clearing of our difficulties, but we lack specific terms with which to implore our blessing. Our best procedure, therefore, here seems to be a series of pretests covering all the points of established usage in punctuation and capitalization. We get by the disputed points by accepting either usage and finally grope our way through the forest of over-usage or the neighboring one of indiscriminate usage until we are prepared to breathe a

prayer of gratitude for the blessing of rationalization that has come to us as worshippers at this altar.

In Retrospect

Then we look back from the degree of accomplishment we have attained to the state of our beginning. One student invariably inquires, "Isn't it a grand and glorious feeling?" Another exclaims, "Why didn't we start sooner?" A very frank lad dares to ask, "Did somebody say there's much ado about something?" The teacher offers a prayer of gratitude for the spirit of missionary zeal and pioneer daring that carried the group safely down the series of English-improvement shrines for one more semester.

Commercial Education in New Germany

By Dr. HERMANN SUDHOF

Counselor for Economics and Public Labor in the Prussian Ministry

The Third Reich has brought with it changes in almost every contact between government and governed. This article, written by Dr. Sudhof expressly for THE BUSINESS EDUCATION WORLD, will tell the educational world in America how education in Germany has been affected by the German equivalent of the New Deal.

COMMERCIAL education in Germany has been strongly revived during the last fifty years. Formerly, the youth who aspired to become a merchant obtained his schooling solely through practical experience. The merchant-apprentice was received into the family circle of his patron-instructor, and there absorbed all the knowledge necessary for his vocation. However, the development of trade and commerce on a large scale, along with an acute specialization in trade and industry, brought about a change. As a result, the embryo-merchant was no longer able to gain a perspective of the entire field, and special institutions had to be developed.

Since progressing industrialization has done away with the patriarchal relationship between master and apprentice, the strong personal educative influence on the apprentice that hitherto existed was likewise consider-

ably diminished. It became imperative, therefore, to introduce other educational factors and aims into commercial schools in addition to their general economic and technical purposes.

Thus, in general, commercial schools in Germany have as their mission the training and rounding out of the individual, not only by providing technical instruction, but by providing educational factors as well. Their aim is to educate the young generation for useful citizenship and to inspire them to become worthy human beings.

Commercial instruction is offered in a graded series of instruction by:

1. General business schools.
2. Specialized commercial schools:
 - a. The specialized commercial school proper.
 - b. The commercial training college or commercial academy.

The General Business School

Attendance at the general business school is compulsory for all young people under eighteen who have left public school and are employed in business. Obviously, the number of lessons per week is limited, usually six to eight hours a week, according to local



ONE OF THE BUILDINGS OF THE UNIVERSITY OF LEIPZIG

Studienrat R. Weinmeister, who gives seminar courses in shorthand history and methods here, includes a lecture on Gregg Shorthand in his treatment of modern shorthand systems. (Photo taken by Louis A. Leslie.)

conditions or accommodations. This instruction is given during the day, and employers are required to permit pupils the necessary recess from work.

Apart from this compulsory instruction, there are elective evening courses for serious students who are anxious to broaden their knowledge by further study after business hours. Compulsory instruction comprises such subjects as general survey of commercial knowledge, correspondence, and commercial accounting and bookkeeping. These subjects are linked up with specific problems, and oral and written exercises are given in the German language in such subjects as civilization, citizenship, etc. The classes are formed according to the individual's vocation in order to establish in the best possible way close cooperation between theoretical and practical work. Thus, there are classes for clerks and office workers, for hardware dealers and grocers' helpers, or for shipping agents and warehouse merchants' employees. Instruction in each group is confined to a definite plan drawn up by the authorities.

The Specialized Commercial Schools

There are two kinds of specialized commercial schools. According to his maturity, the pupil enters either the commercial school

proper, or the commercial training college or commercial academy.

The former is attended by pupils of both sexes, who come either from public or a higher school, and who have not yet become engaged in practical work. The purpose of this school is to prepare the student for a commercial profession. As a rule, the curriculum is laid out for a period of two years, with an average weekly schedule of thirty hours. The program is far more complete than that of the general business school, although it is based on, and carried out according to, the same principles. Those who have successfully attended or completed the courses of the special commercial school proper may enter into employment without taking the courses that the general school gives for those at work.

The commercial training college or commercial academy has for its aim the equipping of young business people for executive positions, simultaneously training them for the future staffs of the general business and the specialized commercial schools. Anyone desirous of attending the academy is required to pass an entrance examination, and must be able to prove that by practical, professional experience he has acquired a sufficient understanding of commercial routine to be a credit to the academy. The work at the college consumes a minimum of three years.

Training the Teachers

Special attention is being given to the training of efficient young recruits for the staffs of commercial schools in Germany. If a student desires to become a candidate for instructor at one of these schools, he has to present evidence of considerable practical commercial experience and to prove that he has satisfactorily completed the academic training courses, as shown by a degree or diploma. Then he has a chance to be accepted as a substitute in a school. If his work as substitute proves him to be an efficient or otherwise desirable instructor of commercial students, he may be engaged permanently by one of the schools.

The state is planning a special course of instruction in order to keep the faculties of commercial schools in close touch with actual economic conditions, for, apart from its educational mission of a more general kind, the commercial school only fulfills its purpose by keeping pace with the changing economic requirements.

The Story of Shorthand

By JOHN ROBERT GREGG, S.C.D.

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Chapter II (Continued)

SHORTHAND AND THE EARLY CHRISTIAN CHURCH

2

ST. AUGUSTINE (354-430 A.D.) employed ten stenographers, and he relates in his 141st letter that the proceedings of the great conference of 564 bishops held at the Gargilian Hot Springs, Carthage, 411 A.D., were reported by eight shorthand writers, writing alternately. In his 44th letter he states that, when some of the reporters were not willing to record his addresses to the conference, several of his adherents among the bishops volunteered to do so. No more convincing evidence could be cited to show how widely the art of shorthand had become a part of education at that time.

Interesting details about the reporting of that famous Conference, penned by the Reverend Canon Freeland, read:

The decree of Marcellinus, the Tribune, convening the conference at Carthage between the Catholics and the Donatists (411 A.D.), describes very minutely the part which the reporters were to take in it; namely, that there should be from each party four reporters, who should succeed one another in turns, and four Bishops from each party were selected to preside over them and keep the reporters under watchful and careful observance in such a manner that in going out, in their turns, with the same reporters, they may there and then cause to be written out in plain writing that which had been said. And notwithstanding that the Bishops aforesaid (viz., the disputants) shall be still discussing the question, let the part already thrashed out be transferred into the ordinary writing, so that immediately upon the subscription of the seven Bishops they may give these things a speedy notice to the expectant public. . . . In the disputes of that period, the shorthand writer was of so much importance that it was looked upon as a waste of time if he were not present at them. The ecclesiastical notaries belonged to the rank of the clergy, sometimes priests, and it was always necessary that they should receive one or more of the inferior orders before they took upon themselves the fulfillment of their duties, not the least important of which was the *notas excipere*, from which they derived their name. But the art of shorthand was as commonly known, and as generally used, by the laity as it was by the clergy.

There is a passage in the *Acta Ecclesiastica* of St. Augustine that, while it shows us the notaries at work, is itself a specimen of the perfection with which they exercised their art:

That which we are saying is being taken down by the notaries of the Church, as you see, and what you say is being taken down. My word and your acclamations do not fall to the ground. To speak more plainly, we are now determining *Ecclesiastica Gesta*. So do I wish this to be confirmed as far as man can confirm it.

In one discussion St. Augustine insisted that, if it were not reported, his statements might be misrepresented—as they were! At that critical period of the Christian Church it was imperative that its leaders exercise every precaution to prevent their views from being distorted, and they not only insisted upon being reported but took care that more than one reporter should be in attendance. The last-mentioned precaution was due to the attempts made to bribe reporters. Therefore, the accounts of the various discussions and conferences mention reporters in the plural.*

The Bishop Evodius, in writing to St. Augustine about the death of a young notary, informs him that, before his conversion to Christianity, the youth “took down for the Proconsul’s rhetorician,” and adds “he was quick at shorthand and a hard-working writer.”

3

In this account of the great churchmen who made use of shorthand in early times, Basil the Great (329-379 A.D.) deserves special mention. St. Basil was the greatest leader and orator of the Christian Church at a critical period of its history. One historian well expressed it:

The spirit of the time was one of change. The foundations of the Roman world were undermined. The old classical civilization of beauty and order had its climax and reacted on itself. The Greek worship of the graceful, the Roman love of the regular, the strong, the martial, and the magnificent, had failed to save the world from a degradation which, under the degeneracy of the later Cæsars, had become indescribable.

By the force of his example and sublime eloquence, St. Basil rallied around him a band of earnest and self-sacrificing young men who devoted their lives to the task of turning men’s minds from the material to the spiritual life.

St. Basil was a fellow student and friend of the famous Gregory of Nazianzus. They were both profoundly influenced by Origen, and, in collaboration, they compiled an anthology of the writings of that great teacher. Even to this day some of the sermons and addresses of St. Basil are to be found in textbooks as models of elocution and declamation. The following letter, which St. Basil wrote to a student of shorthand, contains such excellent advice that might be placed on the walls of any shorthand classroom today:

Words have wings; therefore we use signs so that we can attain in writing the swiftness of speech. But you, O youth, must make the signs

*“Publicly, in the church of Hippo, did he (St. Augustine) dispute with Felix whom the Manichæans call their elect; the Notaries taking down, and the people standing.”—Possidius, “Vita,” c.xvi.

very carefully and pay attention to an accurate arrangement of them, as through a little mistake a long speech will be disfigured, while by the care of the writer a speech may be correctly repeated.

There was such a general knowledge of shorthand at that period of history that many people took down the discourses. "Farewell," says St. Gregory of Nazianzus, "ye lovers of my sermons; farewell ye who have run hither in large numbers; farewell ye pencils whether you have been observed or unnoticed." The existence of a general knowledge of the reporting art is seen also from the remark of Socrates, the historian, concerning Atticus, Archbishop of Constantinople, that, in spite of much learning and a painful amount of preparation, his sermons were "neither received with applause nor committed to writing by the audience."

4

Such, in brief, was the esteem in which the art of brief writing was held in the first centuries of the Christian Era. A most exhaustive and painstaking discussion of this phase of shorthand history is contained in an article under the title, "Shorthand in the Christian Church," by Canon Freeland, which was published in *The Tablet*, London, for August 28, 1897. The article gives numerous quotations in Latin and Greek, with English translations and with exact data concerning the original sources from which they are taken. In some instances comparisons are made between the carefully prepared discourses of the great orators of the church and their extemporaneous addresses, as reported by shorthand writers, to show how much more natural and effective were the latter. The Canon ends his valuable contribution to shorthand literature with these words:

It would be easy, but I fear it would be wearisome, to multiply passages from the great preachers of those times, which bear upon this subject. In St. Augustine and St. Chrysostom they are so continually and so unexpectedly springing up as to convince the reader that nothing short of a very perfect system of phonography (to use the general name now in use) can have been responsible for their perpetuation. Of course, the weight of their evidence is of value only for the discourses in which they occur; yet it would seem more than enough to prove that shorthand was employed very generally in the fourth and fifth centuries, and that a great deal which fell from the lips of the Fathers of the Church has been handed down to us by means of that art.

(To be continued next month)

The B. E. W. Platform

1. A minimum business education for everyone, including short courses in the skill subjects for personal use.
2. Specific application of the general objectives of business education in terms of authoritative instructional materials.
3. A better understanding of present-day economic problems and their effect on business education.
4. Scientifically prepared courses of study.
5. More practical standards of achievement in skill subjects.
6. A better understanding of the objectives of business education and a more sympathetic cooperation in the solution of business-education problems on the part of those educators charged with the administration of schools and with the training and certification of teachers.



Economic Myths

By Dr. HAROLD F. CLARK

Professor of Educational Economics, Teachers College, Columbia University

The first nine of this series of myths by Dr. Clark appeared in the September and October issues. The series will continue throughout the year. Dr. Clark invites correspondence and discussion on these myths through the columns of this magazine. Dr. Clark's third article on "What Economics Should Teachers Know?" will appear next month.

ECONOMIC MYTH NO. 10

Debt Is a Good Thing; a Bad Thing

MANY an American contracted debts in the boom period of 1926-1929 and must pay off those debts in the difficult years of 1933-1934. Many a man has resolved that never again will he go into debt—at least, not beyond the range of immediate and direct business needs. But allow another boom period to develop, and most of these resolves will be quickly forgotten. The old resolve to go into debt or not to go into debt is not likely to provide the solution to our problem. For a long time situations will, in all probability, arise in which one person can borrow from another for the benefit of himself and to the welfare of society at large.

This can be easily seen if the borrowing is confined to material commodities or machinery. If one person had an ax he was not using, or using very little, it might be possible for someone to borrow it and then to return to the owner some of the wood cut with the ax and still have more wood for himself than if he had not borrowed the ax.

Presumably, somewhat the same theory works in regard to lending in our complicated credit world. In all too many cases, much of the credit is fabricated out of thin air in the boom period and vanishes into thin air in the period of depression. Little or no attempt is made to determine whether the borrowing will put productive resources to greater use for the community at large. The one and only test has been whether the individuals concerned can increase their own profits.

To go into debt may be a good thing; to go into debt may be a bad thing. To go into debt may be good for the individual and bad for society. To say that it is a good thing to go into debt or that it is a bad thing to go into debt are only myths in the complicated economic world of the twentieth century.

ECONOMIC MYTH NO. 11

There Is Not Enough Work for Everyone

THERE are people who believe there is not enough work. I have even heard it said that we have to make work in order to keep people busy. A casual look around the world to see the things that need to be done should show the fallacy of the position that there is not enough work. If people mean that there is not work at any given time that will pay monetary profits to the individual promoting the work, that may be another matter, but the two issues should not be confused. The world needs more things done than will ever be accomplished in our lifetime.

Cities need to be rebuilt. There is not an industrial city in America that is a decent place for human beings to live. It is a mistake to say that the people cannot afford to have this done. If the men are doing nothing, they might far better be working upon this for themselves. This could be done with any proper scheme of planning such activity. Certainly, only in a world that is mad could you have millions of people doing nothing when their houses are inadequate, their clothing is shabby, and their food is unwholesome.

The world needs millions of people to improve its health, other millions to develop and spread its intellectual and artistic heritage. In almost any field you consider, you see the need of activity that would require millions of people. The difficulty is not that there is no work to be done. Long after we are gone and forgotten, the world will still need far more done than can be done. In some long-distant age in the future, problems of idleness may become unavoidable. In the twentieth century, idleness is only an indication of stupidity as well as of poor organization.

The NRA and General Business Courses

By LLOYD L. JONES

"Education has been waging war on all kinds of academic illiteracy, but it has got us nowhere. It is dangerous—this persistent neglect of general business information for everyone! The NRA, or any other recovery act, will never succeed, unless the coming generation gets the idea, believes in it, crusades for it, and carries the torch onward."

In such forceful language, Mr. Jones convinces us that commercial education must train the future business and industrial leaders for a better tomorrow.

THE National Industrial Recovery Act is reaching down into all our pocketbooks. It is helping every business to help itself. And it is helping people get back to work.

In other words, the Government is going to work with business.

All of us are going to feel the regulations that sooner or later will affect the humblest woman over the humblest washtub as well as the greatest industrial captain. In order to understand the far-reaching effects of the NRA, and in order to get our bearings, every one of us ought to have some general business information as a foundation. We never can have good business unless we have good people who know what good business is.

Business Must Be a Social Institution

The biggest idea back of the NRA is that life is to be lived and enjoyed by all of us. But this can only be so if businesses, big and little, join together. Business, after all, is a great social institution, and it is to serve all people. It is not to be served by people who are made helpless in its grasp. Good business is, and must forever remain, the most efficient copartner of society.

Overproduction and Underconsumption Must Cease

The next biggest idea of the NRA is to correct overproduction and underconsumption. We all know that if too many goods are produced (overproduction), the manufacturers and distributors do peculiar things in order to sell their products. In many instances, price cutting results; and this, in most cases, makes manufacturers try to lower the cost-to-make, which usually means lower wages for the workers.

How can people (consumers) out of work or getting very low wages buy products? They have no purchasing power. In order to give them purchasing power and to start good business going, the NRA strikes first at unemployment.

Studies of Business to Be Made

It is a fundamental principle of business to produce, but overproduction with ruinous competitive prices must stop. The Government plans to make studies to find out how much production is necessary in order to serve society. The world never tried to do this before—that is, in a scientific manner. And, mark you, labor is to be put back to work on this basis.

The Social-Business Ideal

A lot of waste is to be eliminated. The idea is not how much can a business make in dollars of profits, but rather how can society be served best. However, all of this—the social-business ideal—will be built upon scientific facts and later Government statistics.

Education for Economic Citizenship

In order to meet the public demand, general business information courses have been instituted in many schools during the past three years. A large number of alert school men and women believe that general business information is part and parcel of good citizenship. Now the NRA makes it imperative that the schools proceed to give general business information as never before. Aged and moth-eaten educational traditions are passing and a new forceful curriculum is forcing itself to the front.

If the NRA falls down, it will fail because it was not understood. It cannot succeed unless everyone helps the idea along. Intelligent cooperation is most easily obtained through education.

The President Gives Some Radio Speeches

If you do not believe what was said in the preceding paragraphs, look back over your President's radio speeches. Then look at the present NRA. If you are not convinced that the schools should offer general business information, look ahead and guess at what is needed to break the shackles of our depression.

Education for Businesslike Living

Closing schools, pleading school administrators, frantic teachers, sick businesses, anti-social industrialism, questionable banking—all are reflections of economic illiteracy. Education has been waging war on all kinds of academic illiteracy, but it has got us nowhere. It's dangerous—this persistent neglect of general business information for everyone! It's suicide to allow people to get their information from questionable sources. And your NRA or any other recovery act (several years will be required to get it going) will never succeed unless the coming generation gets the idea, believes in it, crusades for it, and carries the torch onward. How can educators talk about the business problems of the schools or of the nation to a public that has been denied some business education?

The President Gives General Business Information Lessons

Shortly after he took office, President Roosevelt made a nation-wide radio broadcast for the public welfare. In our greatest economic crisis, he had to instruct the American people in the A B C's of banking. It was an elementary lesson on the organization, function, and operation of banks. It was a master lesson by a master teacher with a master broadcaster's voice.

This first broadcast was similar to a lesson that might be found in the chapter on banking in a general business information textbook.

The President and all others connected with the administration of the NRA realize that education for economic citizenship is the only thing that can bring this country up out of the mire of economic illiteracy.

The NRA is going to bring businesses up out of the mire of antisocial practices and put them on the solid ground of social helpfulness. The country's administration is so intent upon this program that it has asked for and received power to enforce its ideas and ideals in every line of business.

The Recovery Act Itself—Title I

The NRA compels every business to have some knowledge of general business information, which means a knowledge of the organization and function of many other businesses. The entire idea is predicated upon a more universal business understanding. The National Industrial Recovery Act (NIRA) contains three divisions or titles:

Title I, dealing with industrial recovery.

Title II, covering public works and Government construction projects.

Title III, having to do with amendments of the Emergency Relief and Construction Act and miscellaneous provisions.

This paper will deal principally with Title I and will be analyzed so that boys and girls, in junior and senior high schools particularly, will get some idea as to its provisions and its workings.

Legal Basis for the NRA

Every act of Congress must have a legal basis. The Recovery Act starts with a Declaration of Policy, which gives the constitutional bases for the particular or *specific* provisions of the law. It states:

A national emergency productive of widespread unemployment and disorganization of industry, which burdens interstate and foreign commerce, affects the public welfare, and undermines the standards of living of the American people, is hereby declared to exist . . .

This declaration is rather unusual, but the particular provision of the Constitution of the United States is covered as follows:

1. Chief reliance for the NRA is placed on the clause dealing with the regulation of interstate commerce.
2. Ample precedent exists for a broad interpretation of that power.
3. The basic idea under this legislation assumes that the existing depression is an economic emergency.

4. Therefore, all business is affected with a public interest.

5. Finally, all business may be regulated for the general welfare.

How the Administration Is Working

The administration, together with the new Executive Council for National Recovery, with General Hugh Johnson at the head, is following a policy that disregards any doubt as to the constitutionality of the act. In other words, the administration is bringing the full force and weight of governmental pressure upon industries that are hesitant about submitting a code of ethics and of business practices as follows:

1. A national campaign is being waged to bring publicity on concerns that have not cooperated with the administration.

2. This campaign is being followed, wherever necessary, by drastic police action to force unwilling industries into line.

The Broad Purposes of the NRA

The fundamental purposes of the NRA may be summarized as follows:

1. Elimination of unfair competitive prices.
2. Relief and reduction of unemployment.
3. Improvement of standards of labor.
4. Rehabilitation of industry.
5. Conservation of our national resources.

The broad fundamental purposes are to be worked out through an emergency public works program as proposed in Title II of the NRA and by a long-run reorganization of industry by means of voluntary and compulsory codes. A brief summary of these codes might be made as follows:

1. Voluntary trade-association codes:
 - a. Representative of a trade association.
 - b. Approved by the President.
2. Voluntary agreements that relate to a trade or to an industry:
 - a. Different from the trade-association codes because they do not need to apply to an entire trade or industry.
 - b. Bind only those who are parties to the agreement.
 - c. *Explanation:* There are already in existence some trade-practice agreements concerning cut-throat competition that were approved by the Federal Trade Commission. These trade-practice agreements must be approved by the

President now, or his approval may be revoked at any time due to conditions.

3. Voluntary limited codes dealing with:
 - a. Maximum hours of labor.
 - b. Minimum rates of pay.
 - c. Working conditions in a trade or industry.



LLOYD L. JONES

d. *Explanation:* A code of this sort may begin as an agreement between employers and employees where collective bargaining (union practices) exists. If this kind of code is approved by the President, it may become a part of the larger and more comprehensive trade-association code.

4. Compulsory codes:
 - a. May be prescribed by the President after notice and hearings.
 - b. May be imposed upon any industry or industries that refuse to cooperate.

The Voluntary Trade-Association Codes

The administration is relying on the voluntary trade-association codes to bring about industrial and business recovery. There are many difficulties right now:

1. It takes time to construct a complete code, covering all phases of cooperation and trade practices, for a business or an industry.
2. It undoubtedly is not possible to include the complete details in the first code submitted.

In view of these facts, the administration is requiring:

1. Voluntary limited codes dealing with:
 - a. Wages.
 - b. Hours.
 - c. Working conditions.
2. A complete code is preferable, but it takes so much time to prepare it that the administration will take a tentative (temporary) code first, leaving some matters for later consideration, as:
 - a. Practices within the trade or industry.
 - b. Open price control.
 - c. Control of production surplus.
 - d. Problems of distribution.

The Law Is Specific About the Codes

In regard to the codes, the law (act) is quite specific:

1. The code must be the collective opinion or expression of a really representative majority of the trade or industry.
2. The code must be open to all members adopting it without inequitable (limited) restrictions.
3. The code must not be designed to promote a monopoly.
4. The code must not suppress or eliminate small enterprises.
5. The code must be heard by collateral industries or groups affected by it before it is approved.
6. The code, in being approved by the President, may have such requirements or exceptions injected into it as he deems best for the public interest:
 - a. These become part of the code.
 - b. The act specifies that the President may "cancel or modify any order, approval, license, rule, or regulation" under the act.
7. The code once adopted by the majority of the industry and approved by the President:
 - a. Becomes compulsory upon all in the industry.
 - b. However, minority groups have a right to be heard before approval by the President.
8. Every code, agreement, and license must provide for the following:
 - a. Collective bargaining.
 - b. Safeguarding of employees against coercion for or against organization.
9. Every code provides for the following:
 - a. Reports.
 - b. Accounts.
 - c. Statistics necessary for its enforcement.
- d. Other necessary information:
 - (1) Exchange of information.
 - (2) Data upon ethical practices.
 - (3) Market research and analysis.
 - (4) Cooperative marketing and promotion.
 - (5) Product research.
 - (6) Budgeting.
 - (7) Simplification and standardization of processes and products.
 - (8) Control of styles.
 - (9) Prevention of waste.
 - (10) Fair advertising.
 - (11) Pensions and social insurance.
 - (12) Middlemen, their place and dealings.
10. The codes of various industries affect office workers as well as factory workers.

How the Codes Are to Be Enforced

Once the codes are approved, they are then made legally enforceable. There are a number of ways of enforcement:

1. By discipline within the industry itself.
2. By application to a Federal district court for an injunction to restrain or to prevent violations.
3. By legal proceedings, under the Federal Trade Commission Act, to prevent unfair competition.
4. By governmental discipline and coercion through compulsory codes established by the Government after notice and hearings for those industries that delay in acceptance or refuse to cooperate:
 - a. Violation of such codes are punishable by a fine of \$500 for each day of violation.
5. By governmental tariff and embargo control of imports competing with the domestic supply.
6. By governmental licensing of industries whereby operation without a license, where one had been imposed, would constitute a crime punishable by fine and imprisonment.

Price Fixing

The first codes submitted by trades and industries are:

1. To be limited to wages and hours.
 2. In this we see the effort of the President to speed up employment and, of course, purchasing power.
 3. This was done to make the inflation "take hold."
- . Speed has been the very life of the program:
1. The President has been unwilling to wait

while price regulations are drafted for inclusion in the codes.

2. Some industries are unwilling to fatten expenses by wage increases and shorter hours without some opportunity to raise prices directly or indirectly through agreements covering more than wages and hours.

3. The NRA provides that codes may prohibit selling below cost of distribution.

4. On the other hand, extensive price control must depend on investigations and later considerations.

There are still insufficient data to know exactly what will be done. While studies are being made, the President, under the NRA, can compel licensing and compulsory limited codes. We know that price-fixing agreements in the basic industries cannot be separated from the wages and hours problem, because labor is so large a part of the cost of production and price competition may lead to waste of natural resources. Undoubtedly, price-fixing agreements will receive consideration, with wages and hours in the codes of coal, oil, steel, etc.

The Hope for Recovery

The hope for recovery must be grounded in education. Any plan that involves hours and wages for millions of people at once becomes the serious business of these people. The World War called attention to the need for better physical education. Today, the economic crisis emphatically calls attention to the need not only for "economic literacy," but for "economic guidance," "economic judgment," and "economic citizenship." Most schools have neglected this most important matter. How are we to get economic understanding for the people? People are suspicious of that which they do not understand. Various national committees and United States Commissioners of Education have called attention repeatedly to the need for popularizing basic economic and business education.

Economic Guidance

The signs of the times indicate that our economic order must be interpreted to the people. People will get economic information either from the schools or from some undesirable sources. Is it better to provide in the schools general business information for economic guidance or to foster misguidance by negative attitudes?

Beginnings Have Been Made

The most outstanding developments of the past five years in education for business (businesslike living and businesslike working) have been in the eighth and ninth grades of our public schools. These developments have centered about the introduction and evolution of general business information courses. Formerly, these courses were concerned with giving training in clerical practices, but now, in alert school systems, they have changed to general business information. But the spread has not been enough. The new emphasis must be more general. More schools must fall in line; otherwise the "new deal" will not be properly understood and interpreted. The new emphasis on economic citizenship is here to stay, but it may not expand fast enough to interpret the rapidly moving governmental and business world.

The NRA Needs Further Interpretation

Inasmuch as NRA is so far reaching and is touching every one of us, we must arrange for popularizing our great democratizing agencies, and this means a new form of general business and economic information. How can a government talk to a people about something that has been kept out of democratic American education? How can a government get a response from people who cannot understand the language of business? How can a government talk about economic literacy without starting a campaign against economic illiteracy—even beginning in the eighth and ninth grades? The problem is to attack the problem of economic citizenship on a national scale.

Conclusion

NRA is only one of the plans for teaching good business—social-business—to American industry and business. There will be other plans and, of course, enlargements of this plan. We must remember that in the schools, right now, we ought to be training the future business and industrial leadership for a better tomorrow.

The future of America hangs in the balance. Education has been the hope of economic understanding—general business information—and upon it hangs the hope of the "new deal."

Idea Exchange

Edited by HARRIET P. BANKER

How often have you wished you could visit the classrooms of other teachers, to see how they present your subject? A few fortunate ones have this privilege granted them now and then by their administrative heads, but for most of us, with the teacher-load growing heavier and the need for interchange of teaching help increasing, it is a vain wish.

We must, therefore, do the next best thing—visit each other in absentia, through the columns of this magazine. To encourage the exchange of helpful ideas, a two-year subscription to THE BUSINESS EDUCATION WORLD will be given to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.

AN interesting account comes to us from the Wausau (Wisconsin) *Daily Record-Herald* of an experiment in actual store management and operation made by the Commercial Club of the senior high school, the members of which took over the entire operation of Heinemann's department store for one day.

Mr. R. J. Burton, instructor in the commercial department at the school, and adviser to the club, assisted the young people, to whom the various positions, from department managers, clerks, floor walkers, cashiers, bookkeepers, to delivery boy, were assigned. In addition to operating the store, the students were allowed to prepare advertising and window dis-

plays and to assist in the buying of the day's specials.

Besides gaining practical experience and information of real value to them in their training for business, the students received 5 per cent of the day's gross sales, which they divided equally between the girls' club of the school, The Waugonian, for its scholarship fund, and the school band, for the purchase of new instruments.

This example of the cooperation possible between local business houses and the school will be an inspiration to other teachers of business training. Our hearty congratulations to all who contributed to the success of the experiment.

Commercial Students of Wausau Take Over Heinemann's Dept. Sto

The management tomorrow will be under the direction of Mr. Burton in the capacity of adviser, assisted by Eldred Strobel, president of the Commercial Club, and Mary Anderson, Elizabeth Townsend, Ella Swain and Mayme Behling . . . who will manage the presentation and sale of the featured merchandise with the assistance of the students in the various departments.

Tomorrow will be an eventful day at Heinemann's, when the entire store will be turned over to the management of the High School Commercial club students who will conduct the selling of merchandise . . . window trimming . . . show card writing and advertising . . . office work . . . gown modeling . . . delivering . . . and every phase of the Saturday's business of this store.

This novel affair is being permitted in order to assist in the commercial training of these students and a percentage of their sales receipts will be donated to the Waugonian Scholarship and the Wausau High School Band.

New seasonable merchandise has been specially purchased for this occasion . . . merchandise that will not only interest students but every member of your family . . . so plan to shop tomorrow at Heinemann's!

HEINEMANN'S

OUTSTANDING VALUES OFFERED BY STUDENTS IN T

CARPET DEPARTMENT

In charge of
Leonard Kieberg

Checked Rag Rugs, each . . . 42c

Cleansing Tissue, pkg. . . . 16c

Monogrammed Compacts . . . 34c

Colgate's Toothpaste . . . 47c

FREE: with every purchase of
Flit . . . Free. Reader will be given

HAT DEPARTMENT

Regina Gaetman and
Sylvia Maikowski

New Spring Hats . . . \$1.65

HOSIERY DEPARTMENT

Eleanor Mathwick and
Dorothy Hahn in charge

Chiffon Stockings . . . 38c

Fountain Pens

Parker Pens
Searfs, speci

Sport Handk

PART OF NEWSPAPER ANNOUNCEMENT OF PROJECT CONDUCTED BY WAUSAU STUDENTS

THE various charts and graphs now in general use in typewriting classes enable the student to check on himself, but do not enable him to compare his work with that of other members of the class. Because of the personal value of such comparisons, and of the added incentive, it is considered good classroom procedure for the teacher to make a composite picture or chart of the individual scores and display it on the bulletin board. This device can easily consume more time and effort than can be justified.

Our school, however, has developed a teaching device that makes such bulletin-board comparisons possible with a minimum amount of effort and time on the part of both class and teacher. The device is known as a Chart-Graph and shows errors per minute and net words per minute for each member of the class.

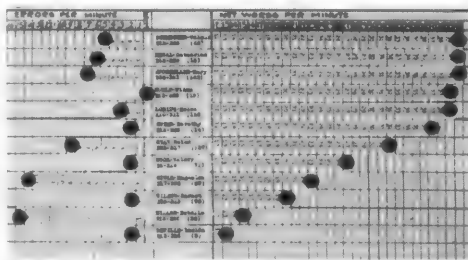
This device is constructed as follows: Each student receives a mimeographed sheet of $8\frac{1}{2}$ by 14 paper containing ten columns like the one shown at the left. The numbered squares in the upper part of the strip represent words per minute (W.P.M.) and those in the lower part represent errors per minute (E.P.M.). The student fills in his name, section number, and file number in the space provided in the middle of each column, and then cuts the ten columns apart into ten strips.

These columns are thus converted into "tapes," which the student staples together and places in his folder for future use.

On completion of a speed test, each student first marks his own errors and determines his score; he then exchanges papers with a neighboring student, each rechecking the other's work and vouching for its accuracy by placing his signature on the paper rechecked. The papers are now returned to the original student who, at this time, takes a "tape" from his folder and tears off the portion that is *above* the number of words per minute; also the portion *below* the number of errors per minute. The tapes are then collected from all students taking the speed test and are immediately displayed on the Graph-Chart (see illustration).

The detail work of assembling the Speed-Error Graph may be assigned to two students. One student assort the tapes and hands them, one by one, to the other student, who places them on the bulletin board. A blue thumb tack, indicative of speed, holds the tape in place at the end that records W. P. M., and a red thumb tack, indicative of errors, holds it in place at

the end recording E. P. M. The results of each test are listed in the order of *speed* rank—the highest W. P. M. being placed at the top for a horizontal graph and to the left for a vertical graph. In listing the names, extreme care should be exercised to keep them parallel, so that the length of the tapes may serve as a true visual basis of comparison.



SPEED-ERROR CHART

Thus, in a few minutes, you may have before the class not only comparative figures representing the class standing, but a graph picture which tells the story at a glance.

Just before the close of the period, when the student returns his folder to the file, he may pause at the bulletin board to see how his work compares with that of the rest of the class. During the construction of the Chart-Graph by the two students, the other members of the class bring their individual Speed-Error Charts up-to-date and record their errors on their individual diagnostic error charts.

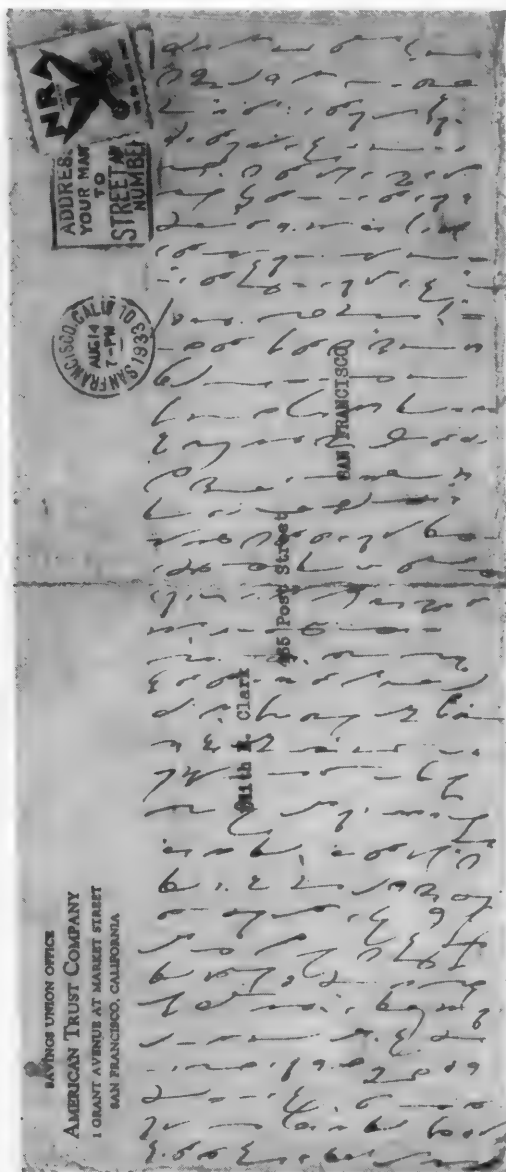
The personal records made by the students, by helping each to discover his own special difficulties, furnish an incentive for better work. The Chart-Graph on the bulletin board furnishes an incentive, through competition, for higher achievement.—Carleton N. Gowdy, McKinley High School, Canton, Ohio.

Business Education Calendar December

- 1 Virginia Commercial Teachers Association, Richmond.
- 1-2 Texas State, Austin.
- 2 New York State Business Education Association, Albany.
- 27 National Association of Accredited Commercial Schools, Cincinnati, Ohio.
- 27 American Association of Commercial Colleges, Cincinnati, Ohio.
- 27-29 National Commercial Teachers Federation, Cincinnati, Ohio.
- 27-29 Pennsylvania State, Philadelphia.
- 27-29 Oregon State Teachers Association, Portland.

Mountains Are Mole Hills to the Clarks

ALTHOUGH stuffing the pocketbook with various and sundry letters, advertisements, and whatnot is not one of her habits, Miss Edith Clark, Head of the Commercial Department of the Piedmont, California, High School, breathed a deep sigh of relief when she discovered in her pocketbook the envelope that is reproduced on this page.



EDITH CLARK

It happened in the teachers' assembly. The superintendent was about to speak, and someone sent a verbal request to Miss Clark to "get it down." There was nothing to do but to unearth envelopes, slips of paper, and advertisements having one blank side—and go to it! She utilized them all, and finished on the margins of personal letters. None of the paper had a good writing surface—it was absorbent and the pen stuck—but little difficulties like that didn't mean a thing. The talk had to be recorded—and it was done. That is the philosophy of the entire Clark family.

Miss Clark learned Gregg Shorthand from her mother, who had taught herself the system "just for fun." Each of the Clark children was subjected to the same treatment.

We first became acquainted with Miss Clark when she was secretary to Dr. William John Cooper, who, as superintendent, was organizing the school system for the new city of Piedmont. Miss Clark's ability attracted some of her junior high students, and she began teaching them shorthand and typewriting in her "leisure time." Soon a full-fledged commercial department was required, and Miss Clark passed her office duties over to some of her own students, so that all her time could be given to supervising the department. Her hobby is aviation—but she "lives" her teaching, and would rather write shorthand than eat!

SHIRLEY RADKE.

The Coming Century of Progress in Business Education¹

By Dr. ROBERT R. AURNER

Professor of Business Administration, University of Wisconsin

As you read these words, America is in the fifth winter of what Dr. Aurner calls the "Decade of the Threadbare Thirties." Out of the black cauldron of destroyed hopes and blighted futures have come several bitter and inescapable conclusions. One of these conclusions Dr. Aurner puts in the following words: "Our system of education is not yet right. No system of education and no system of economics are right that permit such colossal devastation of our material values and such universal demoralization of our spiritual values as we have seen in the four black years now just behind us." In the summarization below, Dr. Aurner proposes the incorporation of certain broad new social qualities in the future business educational program.

THERE are, in my judgment, certain inescapable needs that must be met in the formulation of any future program for business education that expects to keep pace with the onrush of a changing time. The particular needs to which I have wished to devote my attention in this discussion are seven in number.

1

There is a need, in our American citizenry, for a far greater resiliency of mind—a mental attitude that will be forever ready for change and for progress.

2

There is a need among our business educators, at every level of our educational system, for a broader conception of what is meant by "education for business." Such a term ought, in some golden age to come, to be made the essential equivalent of economic planning, economic control, social understanding, and social adjustment.

3

There is a need, in our American nation, for developing a more alert and intelligent community. To this end we must have:

¹Summarization of an address given before the commercial section of the Indiana State Teachers Association, October 19, 1933.

Greater perspective—the long view.

Greater mental flexibility—a keener sense and appreciation of need for business change.

A more dependable forecasting of events.

A keener sense of social responsibility.

A keener sense of integration in the whole educational objective.

4

There is a need, the lack of the fulfillment of which grows an ever more dangerous menace almost by the hour—a terrible need—for greater numbers of accomplished, even brilliant, *interpreters*, who shall be the connecting links, the liaison officers, between our thinkers and our workers. Frank writes:

The practical value of every social invention or material discovery depends upon its being adequately interpreted to the masses. . . . History affords abundant evidence that civilization has advanced in direct ratio to the efficiency with which the thought of the thinkers has been translated into the language of the workers. . . . A dozen fields of thought are congested with knowledge that the physical and social sciences have unearthed, and the whole tone and temper of American life can be lifted by putting this knowledge into general circulation.

Lacking—and the lack is to the infinite danger of our interwoven and complicated web of society—lacking are the interpreters with the training and the willingness to think their way through this knowledge and translate it into the language of the street.



ROBERT R. AURNER

5

There is a need, in our own particular field, for a broad and sweeping revision in the now inefficiently decentralized educational system. Education, a three-billion-dollar socialized business, is operating today on uneconomic and unbusinesslike lines.

6

There is a need for a wholly new consideration of the tremendous importance of the English language in business, and for a reorganized and expanded reflection of this importance in the curriculum for business education. Are you inclined to doubt this need? Consider, if you will, but one startling fact: The district superintendent of one of the greatest school systems in America tested 7,000 commercial high school pupils and discovered 70 to 78 per cent could not pass elementary English! The English of business—in which general correspondence and its related forms naturally dominate—is the ideal vehicle, in my judgment, for the teaching of pure composition at any point in our American educational system.

Let me put it in the record that I have had the interesting opportunity of making experimental observations on the teaching of the English language in each of two ways:

I have made observations, experimentally, as it has been taught in the purely academic form. I have made observations, experimentally, as it has been taught under the gods of commerce. There is no longer any doubt in my mind that the teaching of English on a basis of business motivation—usually through the motivation of correspondence—is the more effective way. The stimulus is real. It is thoroughly American in its inception. It is the type of stimulus that has, under test after test, proved its vitality and its superiority.

Now I take it that it is the obligation of the business educator to see that every student under his supervision is equipped with a firm control of the English language. Quite possibly, the course may be conducted under a name that in no way suggests the use of English. Perhaps it is a course in office practice. Or it may be called "advanced dictation." Or it may carry one of several other titles already familiar in our curricula. It makes little difference. The teacher is always in charge of the *content* of the course, and can shape it to fit the obvious needs of his students. Of these needs, practical and effective use of the English language is clearly one of the most important. The logic of the case suggests the following conclusion:

Basic training in the English of business—with special and sustained attention to business correspondence and its related forms—should be liberally interspersed through the curriculum of the future. Reference should frequently be made to such English training. Standards for handling the language, whether written or oral, should be kept high. The driving force of the business background should be generated to maintain interest.

7

There is, finally, a need for a keener sense of ethics and honor in business. This must, in all likelihood, come largely from the character-example of the enlightened teacher.

I doubt if anyone has put this fact more succinctly than has Arthur Guiterman:

No printed word nor spoken plea
Can teach young hearts what men should be,
Not all the books on all the shelves,
But what the teachers are, themselves.
For Education is making men;
So it is now, so it was when
Mark Hopkins sat on one end of a log
And James Garfield sat on the other.

The Theory and Interpretation of Financial Statements

By LEE MCGINLEY, C.P.A.

Chairman, Michigan State Board of Accountancy

How many of our readers wish they had been able to interpret financial statements intelligently before the year 1929! How many former commercial students, we wonder, are now thinking that a vital part of their business education has been acquired through the trial-and-error method instead of in the classroom!

Now is an opportune time to take stock of the basic accounting knowledge that is being taught students of business. We predict that Mr. McGinley's lucid presentation of the subject of financial statements will find a most welcome place in the teaching outlines of thousands of teachers.

THE balance sheet, profit and loss statement, and analysis of earned surplus, together with any supporting schedules, are referred to as "financial statements." Financial statements are used by the management in controlling the business, by banks and credit men in the granting of credit, by investment houses in the underwriting of securities, by investors in considering the soundness of present or proposed investments, and for many other purposes.

The balance sheet is designed to reflect the financial condition of a business as at a given date. In order to do so, it must correctly present the assets and the liabilities of the business. A fundamental accounting requirement is that the total of the assets must be in agreement with the total of the liabilities. The necessity for the equalization of the assets and liabilities gives rise to the term "balance sheet."

The assets and liabilities of a business will ordinarily comprise part, or all, of the following items:

ASSETS

Current Assets:

- Cash on hand and deposit.
- Short-term investments that are readily marketable.
- Trade notes and accounts receivable, including accounts payable debit balances.
- Notes and accounts of officers, employees, related companies, etc. (current).
- Inventories of raw materials, factory supplies, work in process, finished goods, and merchandise purchased for resale.

Items of accrued income, such as interest on notes receivable.

Prepayments that represent the legal right to collect from others in the form of cash, merchandise, or service. An example is prepaid insurance.

Investments:

Short-term investments that are not readily marketable.

Long-term investments and securities of related companies.

Notes and accounts of officers, employees, related companies, etc. (non-current).

Cash surrender value of life insurance policies.

Plant and Equipment:

Land, buildings, machinery, equipment, etc.

Intangible Assets:

Patents, good will, franchises, etc.

Deferred Charges:

Prepayments that do not represent the legal right to collect from others in the form of cash, merchandise, or service. Examples are bond discount and office supplies inventory.

Deferred charges, the benefit of which has already been received, but which, for sound accounting reasons, are being spread as an expense over more than one accounting period. Examples are organization expenses, experimental charges, etc.

LIABILITIES

Current Liabilities:

- Bank overdrafts.
- Trade notes and accounts payable, including accounts receivable credit balances.
- Notes and accounts due officers, employees, related companies, etc. (current).

Items of accrued expenses, such as interest, taxes, etc.

Unfunded long-term debt falling due within a year.

Dividends payable.

Prepaid income, representing obligations to be liquidated in merchandise or service rather than cash. An example is prepaid rent.

Long-term Debts:

Long-term bonds, mortgages, notes, etc.

Notes and accounts due officers, employees, related companies, etc. (non-current).

Deferred Credits:

Prepaid income that does not represent an obligation to be liquidated in merchandise, service, or cash, such as bond premium, leasehold premium, etc.

Net Worth:

Capital stock, preferred.

Capital stock, common.

Earned surplus.

Capital surplus.

Appreciation surplus.

Net Worth Accounts

The net worth accounts represent the technical liability to shareholders for their investment. The foregoing classification of net worth items pertains to corporations. If the business were a single proprietorship or a partnership, the accounts shown under the Net Worth caption would be substituted by appropriate investment accounts.

Three surplus accounts are shown under the Net Worth heading in the balance sheet classification, namely:

1. **Earned Surplus.** This account should represent earnings accumulated from operations.

2. **Capital Surplus.** This account should represent surplus accumulated through voluntary donations by stockholders, premium from sale of capital stock, etc.

3. **Appreciation Surplus.** This account should represent surplus attributable to appraisals of the company's plant and equipment, to the extent that the appraised values exceed the depreciated cost values of such assets.

Classes of Book Accounts

The book accounts from which the balance sheet is prepared are of three classes—asset accounts, liability accounts, and reserve accounts. The asset and liability accounts are reflected in the foregoing classification.

Reserve accounts are of three kinds, and

should be displayed on the balance sheet as indicated below:

1. **Valuation reserves.** Examples are reserves for bad debts, depreciation, etc. Valuation reserves should be shown as deductions from the corresponding asset accounts on the balance sheet.

2. **Liability reserves.** Examples are reserve for unrepresented coupons, reserve for returnable containers, etc. Liability reserves should be shown on the balance sheet as liabilities to creditors.

3. **Surplus reserves.** Examples are reserve for plant extensions, reserve for sinking fund, etc. Surplus reserves should be shown as liabilities to shareholders, under the caption of Net Worth.

Differences under Single and Double Entry

With the old-style single-entry method of bookkeeping, under which accounts were kept only with persons and cash, an inventory of all assets and liabilities was prepared at the close of each accounting period. The excess of assets over liabilities to creditors represented the net worth of the business. The net worth would be compared with the net worth as at the commencement of the accounting period to determine the net profit. If the net worth increased, the amount of the increase, plus withdrawals of the proprietor, minus any additional contributions of capital, would represent the net profit for the period.

With modern double-entry bookkeeping, accounts are maintained for all assets, liabilities, and reserves, the balances of which, when properly displayed, comprise the balance sheet. As in single-entry, the net profit may be determined by comparing the earned surplus (assuming the concern is a corporation) as at the beginning and end of the period, allowing for dividends declared and similar transactions that were currently recorded in the surplus account. The double-entry method, in addition, provides a detailed analysis of the net profit figure, by means of temporary income and expense accounts that reflect the *sources* of the profits and the *causes* of the losses that resulted in changing the net worth. The temporary operating accounts are closed out to Earned Surplus at the end of the accounting period.

The terms "single-entry" and "double-entry" are really misnomers. The so-called "single-entry" system actually represented an *incomplete* system, as accounts were kept

only with persons and Cash. The words "double-entry" give the impression that two entries are needed instead of one, but such is not the case. The double-entry method simply provides a means for the complete recording of transactions in a scientific manner, by dividing each transaction into its two theoretically component parts, so that the correct relationships between asset and liability accounts may be maintained, and so that differentiation may be made between transactions that directly affect the balance sheet and transactions that affect the temporary profit and loss accounts that are finally closed out to net worth.

Generally speaking, with the double-entry method of accounting, assets and expenses are represented by accounts with debit balances, and liabilities and income are represented by accounts with credit balances. If it is kept in mind that for each debit there is a corresponding credit, and that income and expense accounts are merely *temporary* accounts, or subdivisions of net worth, the principles of the following rules for debit and credit, which underlie the preparation of all financial statements, will be readily understood.

RULES FOR DEBIT AND CREDIT

Debit:

- Asset accounts for increases in assets.
- Liability accounts for decreases in liabilities.
- Reserve accounts for decreases in reserves.
- Profit and loss accounts for expenses and losses.

CREDIT:

- Asset accounts for decreases in assets.
- Liability accounts for increases in liabilities.
- Reserve accounts for increases in reserves.
- Profit and loss accounts for income and profits.

After the temporary income and expense accounts have been formally closed out to Earned Surplus, it is customary to prepare from the accounts a balance sheet, a profit and loss statement, and an analysis of the Earned Surplus account. If these schedules are prepared correctly, each individual to whom they are presented has before him a fairly complete picture of the company, which should enable him to determine its financial condition and the results of its operations for the period covered by the profit and loss statement.

Profit and Loss Statement

The profit and loss statement is usually prepared in the following form:

SALES

Less Cost of Sales (including inventory mark-downs).

GROSS PROFIT

Less Selling and Administrative Expenses.

OPERATING PROFIT

Other Income and Deductions (profits or losses that are attributable to financial management or current transactions outside the regular order of business, such as discount earned, commissions received, interest on notes receivable, income from investments, net income from rents, etc.; bad debts, discount allowed, interest on notes payable, interest on long-term debt, decline in market value of securities, etc.)

SURPLUS NET PROFIT

Earned Surplus Account

The entries that may appropriately be recorded in the Earned Surplus account are as follows:

Credits:

- Surplus net profit for the current period.
- Adjustments on account of increase in profits, or decrease in losses, for previous accounting periods.
- Unusual or extraneous profits, such as profit on the sale of plant or equipment, excess of proceeds of life insurance policies over the cash surrender value, etc.
- Special appropriations returned to Surplus account.

Charges:

- Surplus net loss for the current period.
- Adjustments on account of decrease in profits, or increase in losses, for previous accounting periods.
- Dividends declared.
- Income taxes accrued.
- Extraneous or non-recurring charges, such as loss on the sale of plant or equipment, losses through casualty, etc.
- Appropriations of surplus for sinking or redemption fund, plant improvements or extensions, or for other special purposes.

(To be continued)

Discussion of "Radio's Place in Business Education"

THE November issue of *The Business Education World* published an interview with Merlin H. Aylesworth, president of the National Broadcasting Company.

Mr. Aylesworth assured commercial educators that the policy of his company is one of whole-hearted cooperation. "We stand ready," he said, "to offer the use of our facilities to organized educational groups and to give to educators the benefit of the knowledge we have gained concerning the best ways to obtain the full advantages of the medium of radio."

In this issue a number of prominent business educators offer their suggestions.

Professor Ernest A. Zelliot, University of Denver, is giving radio talks over KOA as a part of the D. U. broadcasting program. The titles of two of his recent talks are "Marketing As a Business Profession" and "Better Economic Education."

Dr. E. G. Miller, Director of Commercial Education, Pittsburgh, calls attention to the weekly radio program of the Pittsburgh public schools. Dr. Frank M. Gatto has charge of this program.

L. A. RICE

Assistant in Secondary Education, State
Department of Public Instruction,
Trenton, New Jersey

AT the beginning of his article, Mr. Aylesworth hits on one of the greatest weaknesses in social-business education—keeping the teacher of business up-to-date on business conditions and practices. Progressive business teachers have always had trouble in keeping up with the thousands of developments in business, or in government as it affects business, and greater difficulty in distinguishing the really important trends from sensational oddities and pure propaganda. Because of this condition, a recent report of an investigating commission of educators discourages the teaching of current information on the ground that authoritative data are not readily obtainable. I believe that radio can supply this deficiency in the form of messages from leaders in business and in government, and in joint debates on many questions of disputed procedures.

At the present time, the wide use of radio for "direct-to-the-student" instruction does not

seem to me to be practicable. In many schools, the location of a class in the day's program depends on many factors other than the time of day. The most willing administrator would, I think, have considerable difficulty in scheduling economics classes, for example, at a time when the members of those classes might have the opportunity of listening to the radio programs on topics related to the course. It is my understanding that the time periods devoted to education on the radio are subject to change at any time when the broadcasting service finds a cash purchaser for the time assignment. This is only good business, but it would be fatal to any school program in which dependence was placed on definite instruction by radio.

There is a real need just now for the presentation of the objectives and achievements of business education to the American public. A series of talks delivered under the auspices of one or more of our larger organizations of business teachers would be inspiring to business teachers all over the country, and would serve to acquaint laymen with recent developments in the work and give them a true picture of what is being attempted. Furthermore, descriptions could be given of various types of business education now carried on in high schools, private schools, and colleges. To millions of Americans today, the term "business education" probably carries a picture of some past experience with one or two narrow skill subjects. There is a real need for a new and better picture to be presented—couched in the most colorful language, yet plainly stated, and possibly followed up by mailed copies of the talks or samples of the work talked about.

JOHN G. KIRK

Director of Commercial Education,
Philadelphia, Pennsylvania

THE radio is the outstanding factor in our rapidly changing civilization. It has brought the populations of cities, states, and nations within the range of a single voice. No longer is it possible for other reporting agencies to influence popular opinion by flaunting before the public eye only an interpretation of what has been said. The President's voice is almost as familiar as father's, and without the assistance of the announcer the children say: "That's Will Rogers, Fosdick, Poling, Seth Parker, or Damrosch." The educator does well to consider the possibilities of radio as a medium of teaching.

In Philadelphia, we have used the radio to tell people what training the commercial departments of our day, evening, and trade schools provide, and how what we have to offer will help pupils to adjust themselves.

Because our education is incomplete and we feel our ignorance, our extension evening courses are growing in popularity and variety of offerings. For both the evening-school and day-school pupils, there is now no valid reason why an opportunity should not be created for the master teacher to present his wisdom and knowledge at the very hearthstone of the family. We have hitherto used many addresses that other agencies have sponsored as supplementary to such social-business subjects as geography and economics, and for supplementary dictation drill in shorthand. Our pupils also have been urged to take the dictation and transcription tests that have been broadcast.

In the field of guidance, a service somewhat similar to the vocational advice given by Poling in Sunday afternoon broadcasts is of immense value. If such a service were sponsored by an educational agency, the questions and answers considered from the point of view of commercial education should concern office employment opportunities, where to look for employment, the personal and educational requisites for certain kinds of employment, and where and how to find in our schools needed training.

A neglected factor in education today is instruction in how to go into business, how to discover business opportunities, what capital and special knowledge are necessary.

In any case where appreciation, guidance, encouragement, or general information is involved, a centralized department of education, in collaboration with the broadcasting companies, could greatly assist in disseminating such knowledge.

ALBERT E. BULLOCK

In Charge of Commercial Education,
Los Angeles, California

THE *Business Education World* deserves the sincere thanks of all business educators for opening up the subject of the possibility of radio broadcasting in business education, brought out in the interview published last month with Merlin H. Aylesworth, president of the National Broadcasting Company.

The writer's experience corroborates Mr. Aylesworth's statement that the radio stations are ready to cooperate in educational broadcasting if we will but give them the opportunity. Last August, not long after the NRA program was started, KECA, the Los Angeles station of Earl C. Anthony, Incorporated, a 1,000-watt station, offered the free use of their broadcasting facilities to the writer, because of his official position as supervisor of commercial education

for the Los Angeles City Schools and to A. B. Zu Tavern, a well-known author of commercial texts. Every Wednesday since that time, from 6:00 to 6:15 p.m., one of us has talked.

In these educational broadcasts, two conditions are imposed. In the first place, there must be no advertising; in the second place, two copies of each talk must be sent to the station not later than the day preceding the broadcast. Several teachers have written us that they require their pupils to listen to the talks and to report upon them the following day. Other letters come from people not connected with the schools, but who are interested in learning something about the fundamental principles of business and in keeping up with the changing economic conditions.

While we give these broadcasts as individuals, there is no reason why a school could not sponsor them and call on individual members of the faculty to prepare the talks.

Another plan would be to have a commercial teachers association sponsor the program. If either of these plans is followed, it is well to have a definite long-time program in mind and to announce ahead of time what the talks will cover. Writing the material for the talks and having it put in good typewritten form, of course, take considerable time, but where several participate, the burden on each one would not be great. In our fifteen-minute time allotment, we figure that our talk will occupy thirteen minutes, allowing two minutes for the announcer to introduce us and to make his closing announcement. Both of us talk at about the same rate—160 words a minute. This makes the talk consist of about 2,225 words.

We hope that these talks will be but the beginning of the use of the radio for commercial education in our community, and that later on we shall be able to interest others in helping us to carry them on.

HARRY I. GOOD

Director, Secondary Commercial Education,
Buffalo, New York

THE views of Mr. M. H. Aylesworth on the possibilities of the radio in business education, reported in the November issue of *The Business Education World*, are timely and forward-looking. The radio as a medium of informing and educating the public has passed the experimental stage. It has been used in politics, industry, and government for this very purpose. Its use as an agent in formalized school work, however, is in the developmental stages.

No plan for the use of radio service has been followed in the business departments of the Buffalo public schools. Radio facilities are not available in the business classrooms, although most schools have radio facilities in one general assembly room.

Not all business subjects can be treated with equal efficiency. Subjects in which the content is influenced by current events, or in which there is a body of fundamental principles or practices, such as business economics, marketing, finance, commerce and industry, and related social-business subjects, lend themselves readily to radio instruction. At various points the more technical business subjects can be supplemented and enriched by radio offerings.

Mr. Aylesworth is quite right in stating that the beginning of a program of education by radio should originate within organized groups in the interested fields. One of the recognized organizations qualified to sponsor and supervise an educational radio program in business education is the Department of Business Education of the National Education Association. Such leadership should insure high-quality service and appropriate offerings. It should be organized in terms of classroom content and procedures, so that the service may be made an integral part of the subject matter of course offerings.

A well-organized radio service could bring to business pupils, over wide areas, the benefit of the broad experiences of able speakers, both business men and educators, on a wide range of pertinent topics of high educational value to those who look forward to a business career.

CLYDE B. EDGEWORTH

Supervisor, Commercial Education,
Baltimore, Maryland

MR. AYLESWORTH, in his interview, has given us some ideas on the use of the radio in business education, that we, as commercial educators, would do well to follow up.

We now find a few of our teachers, especially those teaching the commercial social-science subjects, bringing into the classroom information that they have secured from radio talks on timely business subjects. We find others advising their classes to tune in on talks that are especially applicable to topics being taught. If definite business education programs could be arranged, it would be a fine thing for the commercial departments of the schools to take advantage of them through school assemblies.

Most of our schools have been equipped with radios through the efforts of the Parent-Teachers Associations and other organizations. It is doubtful if, in this period of economy, much can be done in the way of securing radio equipment for each classroom, or even for all the rooms in which social-science subjects are taught. If programs were arranged, however, the purchase of additional radio equipment would probably follow.

The pupils studying commercial geography would undoubtedly profit greatly from hearing talks on travel, trade, products, and related topics. It would arouse great interest if the students could listen to people who have been actively engaged in the fields they are discussing. The same would also be true of any live business topic.

I believe that we should take advantage of all opportunities to make our respective business subjects alive, interesting, and up-to-the-minute. If the broadcasting companies are willing to help, commercial teachers should cooperate in every way possible.

CHARLES E. COOK

Director of Business Education,
Rochester, New York

IN discussing "Radio's Place in Business Education" in the November issue of *The Business Education World*, Mr. Aylesworth has challenged the attention of forward-looking commercial teachers.

Last year in Rochester, there were two broadcasts pertaining to commercial education. The main purpose of both programs was to inform the public as to the real significance of business training.

One of these broadcasts took the form of a lesson on bailments, and was conducted by the commercial law class of one of our high schools. Not only did it convey to the folks at home something of the real aims in the teaching of the subject, but it also was an effective demonstration, to teachers and pupils who listened in, of the desirable selection of teaching situations and the application of the legal principles to these situations.

Next Month—Commercialism vs. the Interests of the Public

The discussion of education by radio will be continued in the January issue. We quote from a letter received from Dr. Tracy F. Tyler, Secretary of the National Committee on Education by Radio:

"No doubt you are aware of the very divergent position relative to the uses and future of radio as exemplified by the present holders of the radio broadcasting facilities on the one hand and the interests of the public represented by an investment estimated variously at fifty times that of the broadcasters on the other."

Next month, Dr. Tyler will present the viewpoint of organized education.

Plans are being made for another broadcast this year, this time a lesson in retail selling.

The regular lessons now broadcast by the Rochester schools are intended for the lower grades in science, social studies, and English. By actual tests in the field of science, the radio classes have shown marked improvement over the non-radio classes.

To what extent the radio can be used to aid in the actual teaching of commercial subjects is, of course, a question that will test the most

vivid imagination. Even with the facilities now at our disposal, it would not be entirely impossible for some of our advanced shorthand classes to get worth-while practice in taking dictation from national and business leaders.

With a rearrangement of class schedules, it would be possible to have representative leaders in Rochester business discuss important and timely topics. These discussions would be of particular interest to pupils of economic geography, business organization, law, and retailing.

Banking the Fire

By CLYDE INSLEY BLANCHARD

Director of Research, The Gregg Publishing Company

Last month Mr. Blanchard discussed the teaching of shorthand theory, urging a fuller utilization of the automatic review present in each new lesson. He recommended the merging of the theory and advanced courses into one homogeneous course. His paper is concluded in this issue.

THE Research Department of The Gregg Publishing Company has prepared a definite plan for merging the latter part of the theory course with the first part of the advanced course. This plan was presented by the Research Department of The Gregg Publishing Company in the April, 1933, issue of *The American Shorthand Teacher*, under the title of "A New and Easy Method for Teaching the Prefixes and Suffixes of Chapters X and XI of the Gregg Shorthand Manual." If the teacher of advanced shorthand will expand this plan along the same line, he will never ask the question so often asked today, "How can I review theory and, at the same time, build up speed in my advanced class?" In this plan of building speed, there is no formal review of theory. The shorthand teacher who thinks of shorthand as but one course never stops teaching theory. Why should he? Theory brought the student up to 60 or 80 words a minute. Why should it be dropped while the teacher is attempting to increase the speed of his students up to 120 words a minute?

I am reminded of a story about William Wrigley, Jr., which will make this point clear. Mr. Wrigley was known throughout the country as one of the greatest advertisers. His tremendous success was attributed in great part to his extensive and continued advertising. Shortly after he had become such a successful business man, he was riding on a train

with a friend. The friend said to him, "Mr. Wrigley, now that you are so successful, I suppose you will discontinue most of your advertising." Mr. Wrigley smiled and replied, "When we left the station a few moments ago, do you recall how the engine pulled us along slowly until we got to a speed of 30 miles an hour and then kept at it until we reached our present speed of 60 miles an hour? Would you recommend now that we disconnect the locomotive?"

Shorthand theory is the locomotive that brought the beginning student's speed up to 60 words a minute. Shall we now disconnect the locomotive while we are trying to raise his speed to 120 words a minute? How foolish it would be to do this when we know that the hand of the average student has more native skill than is required to write shorthand at 120 words a minute, but is held back because of the slowness of the mind in sending the correct message to the hand.

Theory Possibilities of Dictation Material

The advanced shorthand teacher should value his advanced dictation material in terms of its theory possibilities, just as accurately as the contract bidder values the high- and low-card tricks in the hand he is bidding. Every letter to be dictated is a new hand to be played. What are its theory trick-taking

possibilities? How shall you bid and play it?

If you are a bridge player as well as an advanced shorthand teacher, write this sentence at the top of each one of your lesson plans:

Each day's dictation is a new hand filled with theory tricks; value these tricks accurately; play them wisely; and the game is won.

Let us consider the theory trick-taking possibilities of the following letter:

Gentlemen: We are in receipt of your *impertinent* letter of recent date, making *request* for payment of our account with you. For your information, we will *illustrate* how we pay our bills.

At the end of each month we determine our cash position and set *aside whatever* amount possible for our creditors. The names of our creditors and the amounts due them are *written* on a *slip* and the slips *placed* in a hat. The slips are *pulled* out of the hat until the amount set aside for the creditors is reached and all of these *items* are paid immediately.

If we are in receipt of another letter from you, as acknowledged in our first *paragraph*, we will not even place your name in the hat. Very truly yours, (129)

An analysis of the vocabulary of this letter gives us the following illuminating information, and also enables us to evaluate its theory possibilities:

VOCABULARY ANALYSIS

Number of actual words	129
Number of duplicates	59
Number of different words	70
Number of high-frequency words	59
Number of words requiring special practice..	11

These eleven words are: *impertinent*, *request*, *illustrate*, *aside*, *whatever*, *written*, *slip*, *placed*, *pulled*, *items*, *paragraph*.

Speed-Building Drills

The first difficult word, *impertinent*, would probably cause many hands to hesitate. Four theory principles are involved in writing this word: one governing the writing of the prefix *im* (Paragraph 106); one, reversing the circle to express *r* (Paragraph 161); and two, the use of the *ten* and *ent* blends (Paragraphs 133 and 153).

Just six words in the "5,000 Most-Used Shorthand Forms" have the *im* prefix. In the order of their frequency, they are *impossible*, *impression*, *impressed*, *impress*, *impressions*, *impulse*. A moment's drill on these words will serve to perfect the student in the writing of the prefix *im*.

The next speed-building drill based on the word *impertinent* concerns itself with the theory principle expressed in Paragraph 161. We find the following words illustrating this principle in the "5,000 Most-Used Shorthand Forms": *bird*, *burden*, *expert*, *period*, *pertaining*, *repaired*.

The third speed-building drill based on the word *impertinent* contains the words *tenant*, *continent*, *pertinent*, and finishes with the word itself, *impertinent*.

You can readily see that here is the ideal place and time for refreshing the student's memory regarding the theory principles governing the writing of these eleven words. His interest is aroused, and by extending the drill beyond the one word that occurs in the dictation, the teacher is taking full advantage of the student's readiness to increase his writing skill.

One of the words in the letter that was dictated to you which should be selected for its speed-building possibilities is the word *aside*. *Aside* belongs to a large family of words. This family includes the words *side*, *sides*, *decide*, *decided*, *decidedly*, *inside*, *reside*, *preside*, *beside*, *besides*, *subside*, and others. This innocent-looking analogy drill reviews at least *six* important theory principles. Students like this type of word-family drill, and it is a great timesaver for the teacher.

A Rereading Exercise

Should the teacher wish to carry this theory exercise a little farther through drill on the words in sentences, he will find that the type of sentence used in the teaching of words for the first time in context is not particularly suitable for this purpose. For example, the following four sentences taken from "Teaching Principles and Procedures for Gregg Shorthand," by Skene, Walsh, and Lomax, illustrate the use of context in teaching the words in a certain paragraph of the Gregg Manual:

You may have a small *garden* this summer.
I *surmise* she is about forty.
Please *search* for the missing file.
I warn you that he will not cash the *warrant*.

Not more than one out of every five words in these sentences illustrates the new theory principle that is being learned. This is correct pedagogy.

When connected matter is used as a *relearning exercise*, the density of the vocabulary to be relearned should be far greater than 20 per cent. The following relearning exercise illustrates an economical type of exercise to use when reviewing a principle in the advanced shorthand class.

Relearning Exercise on Unit 20, Pars. 161-168. It was asserted by the chairman of the Board, just as they were about to adjourn, that he had heard that Ainsworth, the farmer, and his nervous brother had burned a neighboring farmer's garden cart for sport on the third of March after the hard storm. The chairman, in turn, was surprised to learn from a trustworthy source that a warrant would be served on these smart farmers by the court, which, before it adjourned for the summer period, was searching to ascertain trustworthy information pertaining to the asserted burning. The alert chairman indorsed the action of the court and notified it that no effort would be spared by his Board in gathering together all the pertinent surmises concerning this affair.

I have carried my illustration of the theory possibilities of the day's dictation far enough and, while I have used considerable time in describing these possibilities, the actual dictation and practice on the speed-building drills themselves will require only a small part of the daily period. The dividends in increased speed and transcribing accuracy will be most satisfactory.

Dramatize Your Presentation

Let us use the blackboard oftener. Let us take more advantage of the powerful interest factor by *dramatizing* the building of shorthand speed. The mere thought of speed makes one's pulse beat faster. Every shorthand student's pulse will become quickened and his hand will quiver with eagerness as the skilled and skillful writer-teacher stimulates and guides his students' imitative and

emulative impulses through the day's dictation.

Use Many Teaching Devices

I have purposely added the word *skillful* in the descriptive phrase "skilled and skillful writer-teacher" because more than shorthand-writing skill is required to dramatize the daily lesson. Voluntary attention cannot be continuously sustained throughout a class period. Attention is only momentary. Your shorthand lesson must be full of several different kinds of teaching devices so that your students' attention will not wander.

One of the most interesting, as well as most helpful, devices is the use of the phonograph for dictation.

The teacher who fills his period with the usual routine of dictation, reading back, correction of outlines, and redictation may be keeping his students constantly at work, but the monotonous repetition of these four steps kills the student's interest and the resulting increase in his writing speed is very, very small.

A Scientific Speed-Building Plan

Let us be more skillful and do away with this slow and uninteresting way of building shorthand speed. Let us substitute a more scientific and, at the same time, an easier and more interesting plan. That plan, in short, is one (1) that utilizes the day's dictation material for a constant, motivated review of theory principles; (2) that gives the student a warming-up drill before the day's dictation by means of short, frequent-word speed letters; (3) that insures the writing of correct outlines for all difficult words by means of a selected vocabulary *preview* before the regular dictation is given, thereby almost eliminating the correcting of notes; and (4) that builds up concentration and stamina by giving 5-minute sustained dictations instead of short, easy 2- and 3-minute takes, which coddle and mislead both student and teacher.

With this plan in operation, you and your students will soon break all the shorthand speed laws in existence!

A Series of Automatic Review Lessons in Shorthand Starts Next Month

As a service to those shorthand teachers wishing to carry out Mr. Blanchard's suggestion that fuller use be made of the automatic review present in each new theory lesson, *The Business Education World* will run a series of automatic review lessons based on the 5,000 most-used shorthand forms. This series will start next month.

Promotion for Guy S. Fry

THE many friends of Guy S. Fry, business manager of *The Gregg Writer* and *The Business Education World*, will be glad to learn of his election to the office of Secretary-Treasurer of The Gregg Publishing Company to succeed the late Walter F. Nenneman.

The story of Mr. Fry's rise to the office he now occupies is just one more illustration of the importance of preparing for the job ahead. Mr. Fry was born in Charles City, Iowa, and spent much of his early life on the farm. After a brief but intensive course in Gregg School in 1907, he accepted a position with the Winton Automobile Company of Chicago, also keeping in touch with his shorthand by teaching evening classes in Gregg School.

During the summer of 1908, he began work as assistant to Raymond P. Kelley, who was then manager of the Chicago office of The Gregg Publishing Company. Later, for a few weeks, he served as principal of Gregg School. In October of the same year, he was transferred to New York as manager of the Company's New York office.

As manager of the New York office, Mr. Fry chose to leave his swivel chair to his assistant and spent much of his time in the field, where he gained a wealth of first-hand information about the problems of schools and teachers. In 1917, when Mr. Fry became business manager of *The Gregg Writer*, he enjoyed the personal acquaintance of practically every teacher of shorthand and typewriting in his territory, which at that time included the New England states now served by the Boston office.

For the next four years Mr. Fry devoted his entire time to *The Gregg Writer* which for two years of this period was published in Chicago. Although he was appointed to the position of comptroller of the Company in 1921, *The Gregg Writer* and *The American Shorthand Teacher* have continued to be his chief interests.

In 1909, Mr. Fry was married to Miss Bertha Zimmerman, of Marengo, Iowa. They have one son, Gregg, now a student in Massachusetts Institute of Technology.

As a constant student of business organization, management, and accounting, Mr. Fry is eminently equipped for his added duties and responsibilities as secretary and financial officer of the Gregg Publishing Company.

Our Cover Design

THE cover design for December shows the down-town business section of Los Angeles, stretching from Twelfth Street on the south to the hills on the north. It does not show the ocean to the west and south.

Los Angeles is the horizontal city, as New York and Chicago are vertical. But Los Angeles has as its spires the neighboring hills and mountains, whose peaks give it an atmosphere of serenity.

One building in this view is distinctive. It is the City Hall, the slender, white spire in the upper right-hand corner of the picture. The City Hall is 465 feet high, while no other building in Los Angeles is more than 150 feet high. Years ago, real estate men, who wanted to keep on subdividing more and more land, had an ordinance passed that set 150 feet as the height limit for buildings in Los Angeles. The result has been that, instead of climbing to the skies, Los Angeles has spread out and out, until now it covers an area of 451 square miles.

The building with three wings in the lower left-hand corner of the view is the Chamber of Commerce. The right wing is on Broadway. Parallel to Broadway and farther to the right are Spring and Main Streets. The entire district to the right of the Chamber of Commerce, in the lower portion of the picture, is part of the wholesale district of Los Angeles. To the left of Broadway, and parallel to it, are Hill and Olive Streets and Grand Avenue. On these streets, in the center of the picture, is the shopping district.

Los Angeles is built on a hundred or more hills. Follow Grand Avenue to the center of the page. The buildings shown here are located on Bunker Hill, which is 125 feet high. To the north, in the upper part of the picture, is a range of hills crowned by many trees. The hills at the right form Elysian Park, which covers 600 acres. The hills at the left are Griffith Park, which covers 3,761 acres and is the largest municipal park in the United States. The black splotch at the left of these hills is Mt. Hollywood, 1,493 feet high.

The growth of Los Angeles is one of the marvels of the twentieth century. In 1920, the city's population was five times its size in 1900, and in 1930, over ten times. It is now the fifth largest city in the country.

EVA M. JESSUP.

Next month, New Orleans.

Business School Brevities

"Business School Brevities" will keep our readers in touch with what many of their associates are thinking and doing on behalf of the betterment of business education. The Editor will be glad to receive brief contributions suitable for publication in this department from anyone actively engaged in private business school teaching or administration.

The Psychology of Actual Office Experience

By A. F. TULL

President, The Business Institute,
Detroit, Michigan

FOR more than twenty years, the teachers and officers of The Business Institute have been studying the various phases of actual office work, with the thought of giving the student the best possible training, so he could take a position with the least amount of difficulty. We have tried out various office practice programs, including the best books and published courses available.

There is always the attitude on the part of the student, though, that he is doing *practice* work. Several years ago, we began to develop a program—which has been attempted, doubtless, by many schools—whereby the student would do *actual office* work under proper supervision after he reached the point in the course of study where he had the ability to take rapid dictation and to transcribe it accurately.

Under this plan, a considerable amount of dictation is given to the advanced students in the form of actual business letters. The president of the school, Mr. Tull, and his assistant, Mr. Smith, reserve time for this. The letters received by the school are divided into those that are absolutely confidential (it is surprising to find how few of them there are) and the letters that can be dictated to a group. The students of this group are reminded frequently of the fact that they are, in a sense, confidential secretaries.

The employment secretary, who is a competent stenographer, is present and takes all the dictation.

A good rate of speed is maintained, so that the students are writing about as rapidly as it is possible for them to write. These letters are transcribed on Institute letterheads under the supervision of the employment secretary, who delegates an assistant to inspect the letters personally. This inspection practice is an honor coveted by the students. At the close of the day the employment secretary mails the letters.

Much of the success of this plan depends on having the students maintain the right attitude. This is accomplished through the fact that dictation is given by the head of the school and his assistant; by the fact that these are actual letters, not practice letters; and by the fact that they are dictated, not read.

While this plan takes a great deal of stationery, the students are taught to economize in using letterheads. Prior to starting with this actual office work, they have had considerable experience in the use of practice letterheads prepared in budget form, this being a regular part of the course, but when the student type-writes a letter that is to be mailed, there is an additional interest and zest in his work.

The presence of the employment secretary, and the certainty that her recommendation depends somewhat upon the standard of the work maintained, helps to improve the student's attitude. The fact that he is one of the group of fifteen or twenty taking this dictation does not seem to influence him, for he knows that he cannot depend on the others in the class to get his work. There has been a decided increase in the efficiency developed by the student since this plan was adopted, and we attribute it largely to the helpful psychology of actual office experience.

Why the Private Business School?

By JOHN F. ROBINSON

Burdett College, Boston, Massachusetts

IN these times of rapid change in methods of conducting the affairs of business, the private business school has become more important than ever before.

We live in a world in which every enterprise and every human being is dependent upon business for sustenance. More important, then, than ever becomes that branch of education that has to do with economic or industrial matters, the education that makes for the ability to earn.

"Why the private business school?" someone

may ask. Business in practice is a matter of details—personal contacts must be made, contracts entered into, vouchers made out, mathematical results arrived at, and records made. All business education aims at training the student in the technique or laws of business, but in the development of the skills necessary to do accurately, neatly, and expeditiously those things that business requires to be done is where the business school comes into its own.

In the army, as in baseball and other sports, skill practice is necessary, but the soldier and the sportsman really acquire the skill to fight or win games by getting out into the field and engaging in those practices and enduring those hardships that approximate those that will be required of them in actual conflict. A business practice and model office department, such as we conduct, with the student making his contacts, bargaining, filling out vouchers, meeting financial obligations, doing the bookkeeping from the vouchers covering the transactions, getting his trial balances and making his financial statements from his own records, with no key to rely on, makes an ideal training ground for the future combatant in the great economic war on inefficiency and waste, the chief causes of financial panics and business failures.

At the 1933 meeting of the National Education Association, one of the speakers made the assertion that if the modern business man was—as is so often charged—inefficient, impractical, and unethical, it was the fault of business education, as most of our business workers, including proprietors, are the product of schools, or departments, of business education.

While it is true that private business schools must, of necessity, concentrate on the skills, let us not forget that in the final analysis the National Education Association speaker was perhaps partly right, and let us, together with all other educational agencies, bend our energies toward making the business men of the future less inefficient and less unethical. To accomplish this result, we must see to it that every student who enters our schools is thoroughly inoculated with the virus of right attitude, which, as the writer understands it, is the spirit of the N. R. A.

Motion Picture Business Courses

ANOTHER need of modern industry has been met by R. H. Whitten, president of Woodbury College, Los Angeles, California. Mr. Whitten has introduced in his Hollywood branch seven new courses to train young men and women specifically for business positions in the motion picture industry.

In considering this industry, most of us

think only of the actors and, perhaps, the scenarists, overlooking the fact that all the 135 producing companies in Hollywood employ thousands of stenographers, secretaries, bookkeepers, and other clerical workers.

Woodbury is going to supply specially trained young men and women to these 135 companies, and also to the many allied industries with their hundreds of office positions.



MRS. GERTRUDE RIGDON

Mrs. Gertrude Rigdon, well-known studio executive and scenarist, will head Woodbury's new department. Mrs. Rigdon decided years ago that the motion picture industry offered the most promising opportunities in the world, so she obtained a position as secretary to the business manager and casting director of the Fox studios. She was soon promoted to the post of purchasing agent, and is the only woman ever to hold that responsible position in a national studio.

Deciding to conquer more fields, she resigned to become associated with Metropolitan Pictures. In her four years with this company, she held the positions of confidential secretary to the general manager, head of the stenographic and script departments, and head of the reading and title department. When Metropolitan was absorbed by Pathé, Mrs. Rigdon went with the new company.

Radio Pictures Corporation eventually took over Pathé, and Mrs. Rigdon was employed by the former as a script expert, later becoming a staff writer. Her latest picture, "Hold Me Tight," starring James Dunn and Sally Eilers, was released by the Fox studios this summer. "Personal Service" is her newest screen story.

Program of the Thirty-Sixth Annual Convention of the National Commercial Teachers Federation

The Netherland Plaza Hotel, Cincinnati, December 27, 28, 29

Officers

President: Eleanor Skimin, Northern High School, Detroit, Mich.

First Vice President: D. D. Lessenberry, Head, Department of Commercial Education, University of Pittsburgh, Pittsburgh, Pa.

Second Vice President: Ray Abrams, Principal, Samuel J. Peters Boys' High School of Commerce, New Orleans, La.

Secretary: Bruce F. Gates, President, Gates College, Waterloo, Iowa.

Treasurer: J. Murray Hill, Vice President, Bowling Green Business University, Bowling Green, Ky.

Wednesday, December 27

Registration Reception Dancing Bridge

Thursday, December 28

9:30 a.m.—11:00 a.m.

General Meeting:

Address of Welcome, by Dr. Edward D. Roberts, Superintendent of Public Schools, Cincinnati, Ohio.

Response, by J. Murray Hill, Bowling Green Business University, Bowling Green, Kentucky.

President's Address, Eleanor Skimin.

Speech by Rabbi Heller, Cincinnati, Ohio.

DEPARTMENT MEETINGS

PUBLIC SCHOOL DEPARTMENT

Chairman: J. O. Malott, Federal Emergency Administration Board, Chicago, Illinois.

Subject: Guidance in Commercial Education.

11:15 a.m.—12:30 p.m.

Teacher Aids and Responsibility for Guidance in Secretarial Subjects, by Harold Smith, New York, New York. Discussion by D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania; L. Gilbert Dake, Hadley Vocational School, St. Louis, Missouri; Charles G. Reigner, Baltimore, Maryland; R. F. Webb, State Teachers College, Indiana, Pennsylvania.

2 p.m.—4 p.m.

Teacher Aids and Responsibility for Guidance in Bookkeeping and Related Subjects, by Paul A. Carlson, State Teachers College, Whitewater, Wisconsin. Discussion leader to be named.

Teacher Aids and Responsibility for Guidance in Social-Business Subjects, by A. E. Bullock, Supervisor of Commercial Education, Los Angeles, California.

Discussion of Economic Guidance in Social-Business Subjects, by Frances Paine, Chicago, Illinois.

Discussion of Vocational Guidance in Social-Business Subjects, by Lloyd L. Jones, Berea, Ohio.

Summary of Principles of Guidance in Commercial Education, by Dr. Gordon F. Cadisch, Director, School of Business Administration, State College of Washington, Pullman, Washington.

PRIVATE SCHOOLS DEPARTMENT

Chairman: J. W. Miller, Goldey College, Wilmington, Delaware.

11:15 a.m.—12:30 p.m.

A Practical Plan for Bringing in Calls for Graduates, by W. S. Sanford, Sanford-Brown Business College, St. Louis, Missouri.

Financial Problems, by T. B. Cain, President, West Virginia Business College, Clarksburg, West Virginia.

Market Analysis of Employment in Business Occupations.

General Discussion.

2 p.m.—4 p.m.

Tested Means of Developing Good Will, by E. O. Fenton, President, American Institute of Business, Des Moines, Iowa.

What to Do About Advertising, by Dean W. Geer, Dean W. Geer Company, Advertising Specialists, Oshkosh, Wisconsin.

Discussion. Business Meeting. Election of Officers.

4:30 p.m.

Informal Tea.

6:30 p.m.

National Council of Business Education, Dinner and Meeting. Social activities at the hotel.

Friday, December 29

9 a.m.—11 a.m.

Federation Breakfast and Business Meeting.

ROUND TABLE MEETINGS

SHORTHAND AND TYPEWRITING ROUND TABLE

Chairman: Minnie A. Vavra, Cleveland High School, St. Louis, Missouri.

Keynote: Planning for the Future.

11:15 a.m.—12:30 p.m.

The Future Personal Characteristics, Performance, Standards, and Placement Opportunities for Shorthand and Typewriting in the Business Office, by I. J. Berni, Office Manager, The Procter & Gamble Company, Cincinnati, Ohio.

The Results of the Contests at the Century of Progress and What They Indicate About the Future, by William C. Maxwell, Chairman, International Commercial Schools Contest, High School, Hinsdale, Illinois.

Visual Aid in Teaching Beginners How to Typewrite, by Mrs. Ethel Wood, State College of Washington, Pullman, Washington. (Mrs. Wood will show a new moving picture film, specially designed for use in teaching typewriting.)

2 p.m.—4 p.m.

Shorthand—Demonstration by 200 w.p.m. Writer, by Lola Maclean, Director, Shorthand Reporting, Detroit Commercial College, Detroit, Michigan.

Common Sense in Typewriting, by Harold H. Smith, Teacher, Author, and Assistant Editor, Gregg Publishing Company, New York, New York.

The Future Outlook in Typewriting Consumption, Keyboards, Curriculum, Administration, Supervision, and Methods, by Gertrude C. Ford, Business Education Department, Ohio State University, Columbus, Ohio.

Changes I Foresee in the Shorthand and Typewriting Classes of the Future, by R. G. Cole, Head, Commercial Department, High School, Abilene, Texas.

Election of Officers.

PENMANSHIP ROUND TABLE

Chairman: Margaret Marble, Hughes High School, Cincinnati, Ohio.

11:15 a.m.—12:30 p.m.

Chairman: A. M. Hines.
Handwriting and Its Relation to Education, by Linda S. Weber, President N.A.P.T.A., Gary, Indiana.
Progressive Penmanship Instruction, by John G. Kirk, Director of Commercial Education, Philadelphia.

2 p.m.—4 p.m.

Chairman: Margaret Marble.
Looking to the Future, by Elmer G. Miller, Director of Commercial Education and Handwriting, Pittsburgh, Pennsylvania.
Commerce in the Far East, by John B. Keena, Manager, Ohio State Life Insurance Company, Cincinnati, Ohio.

COLLEGE INSTRUCTORS' ROUND TABLE

Chairman: P. O. Selby, State Teachers College, Kirksville, Missouri.

11:15 a.m.—12:30 p.m.

The Need of National Guidance in Business Education, Discussion led by Dr. Herbert A. Tonne, Assistant Professor of Education, School of Education, New York University.
The Need of State Guidance in Business Education, Discussion led by Earl W. Barnhart, College of the City of New York.

2 p.m.—4 p.m.

Preparing Teachers for: (1) General Business Information Courses, and (2) Consumer Education Courses—a symposium of practices and plans in various colleges.

BUSINESS MACHINES ROUND TABLE

Subject: Problems of Instruction of Office Equipment in Business Education.

Make your hotel reservations now and send your membership fee of \$2 to Bruce F. Gates, Gates College, Waterloo, Iowa. Reservations for the banquet should be sent to Irving R. Garbutt, Cincinnati Public Schools, 216 East Ninth Street, Cincinnati, Ohio. Tickets for the banquet are \$2 each.

Supplement to Official B. E. W. Directory

MAINE COMMERCIAL TEACHERS ASSOCIATION

President: Marion McKenney, High School, Brunswick.
Vice President: Dolnar H. Littlefield, High School, Augusta.

Secretary-Treasurer: Hilda Ek, High School, Portland.

NEW HAMPSHIRE BUSINESS EDUCATION ASSOCIATION

President: Miss C. Azella Hood, High School, Concord.
Vice President: Miss Charlotte M. Schaedel, High School, Peterborough.

Secretary-Treasurer: Agnes Moberg, Senior High School, Concord.

NEW YORK STATE TEACHERS ASSOCIATION

Commercial Section

Northeastern Zone

Chairman: Bernice Hale, Ticonderoga.

Northern Zone

Chairman: Maurice Finegan, Malone.

Central Zone

Chairman: Ethel Curry, Utica Free Academy, Utica.

11:15 a.m.—12:30 p.m.

The Modern Way of Teaching Business Machines, by Albert Stern, College of the City of New York.
Determining the Importance of Office Appliances in Education for Business, by Winifred G. West, Broad Ripple High School, Indianapolis, Indiana.
Discussion.

2 p.m.—4 p.m.

Methods We Use in Bringing Students up to 150 Words per Minute in Stenotypy, by Arabelle M. Weldy, Miami-Jacobs College, Dayton, Ohio.
A Commercial Education to Meet Modern Needs, by William L. Moore, Principal, John Hay High School, Cleveland, Ohio.
Modern Methods in Teaching Filing, by N. Mae Sawyer, Director, American Institute of Filing, Buffalo, New York.

BUSINESS ROUND TABLE

Chairman: Hiram Cobb, Tomah High School, Tomah, Wisconsin.

11:15 a.m.—12:30 p.m.

Education Meeting the Needs of Business, by Joseph J. Gentner, Sales Educational Director, Columbus Engineering Corporation, Columbus, Ohio.
Teaching the Economic Problems Arising in Our New Social Order, by Albert E. Bullock, Los Angeles, California.

2 p.m.—4 p.m.

A New Deal in Business Education, by B. Frank Kyker, Director, Commercial Teacher Training, Woman's College of the University of North Carolina, Greensboro, North Carolina.
Question Box Discussion Period, by Harlan J. Randall, Supervisor of Accounting, State Teachers College, Whitewater, Wisconsin.
Election of Officers.

6:30 p.m.

Banquet and Dance.

Speaker: J. O. Malott, "The National Economic Program and You."

Southeastern Zone

Chairman: T. V. Fedders, Longfellow Junior High School, Yonkers.

Eastern Zone

Chairman: Harrison Terwilliger, State Teachers College, Albany.

Southern Zone

Chairman: Craig T. Martin, High School, Oneonta.

Western Zone

Chairman: Louis R. Rosettie, High School, Silver Creek.

Central Western Zone

Chairman: Miss Bernice Hopkins, High School, Avon.

VERMONT COMMERCIAL TEACHERS ASSOCIATION

President: Catherine F. Nulty, University of Vermont.
Vice President: P. M. Richards, High School, Woodstock.

Secretary: Mrs. E. C. Shea, Jr., High School, Brattleboro.

Treasurer: Helen M. Cross, Bellows Free Academy, St. Albans.

Office Supplies and Equipment News

Brought to you by ARCHIBALD ALAN BOWLE

News gathered from the office supplies and equipment marts of the world, to keep you in touch with new office appliances, systems, and procedures. My files bulge with descriptive brochures and circulars, any of which will be gladly sent you on request. Another B. E. W. service.

FIFTY-THREE companies were represented at this year's New York Business Show, and they put on a great display of office supplies and equipment. A study of the various machines led me to realize more and more how many office jobs have gone "machine," and how important it is for teachers of commerce to keep posted on the constant changes, developments, and improvements taking place in this field. Students, too, should be made aware of the equipment that is being used in the modern offices in which they hope to obtain employment.

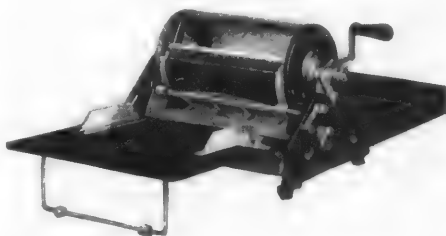
Four products are described in this issue:

1. The Hedman Manufacturing Company, Chicago, manufacturer of check writers, recognizes that schools are rapidly approaching actual office conditions and everyday commercial practice in their office training courses. Since practically all checks in business are written on check writers, the many checks written in the work of the commercial courses should be written in the same way, to familiarize the student with this essential office appliance. As a tangible evidence of this recognition, this company is offering schools a discount of 35 per cent on check protectors used in the classroom.

2. Two companies contribute convenient metal desks combining the advantages of desk, file, table, and typewriter stand. They are just the right thing for the teacher's personal use. There is an extension on which to place a portable typewriter, and a special compartment in which to place it when it is not in use. The top is about 20 inches by 15, with about double that space when the extension is added. A top drawer with a removable tray, subdivided for various office supplies; a filing drawer, with index guides and folders; a secret drawer for personal confidential papers; and a compartment for miscellaneous items, completes these compact, useful pieces of office or home furniture, made by the General Fireproofing Company and the Art Metal Construction Company.

3. It will be news to many teachers that the A. B. Dick Company now offers a Mimeo-

graph for \$30. This makes it possible for those schools that formerly found the expense of a Mimeograph too great for their budget to own one. Other schools that already have a Mimeograph in the office may now purchase an additional machine, so that students in typing and



NEW SCHOOL MODEL OF MIMEOGRAPH

office training classes may have more experience in running off stencils. The only limitation of this new Mimeograph is that it will not take legal-sized stencils.

4. The very latest in carbon paper is soon to be made available to schools. The F. S. Webster Company has developed what it terms Micrometric carbon paper, which, besides being excellent carbon paper, has the added advantage of having a patented line indicator, printed so that it is visible as one typewrites. The clipped corner is also a boon, for it makes it possible to extricate the carbon from between the sheets of paper without getting the fingers dirty.

A. A. Bowle, 270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below.

1 2 3 4

Name

Address

School News and Personal Notes

DR. CH. E. H. BOISSEVAIN, of Amsterdam, the president of the International Society for Commercial Education, was made Knight-Commander of the Crown Order of Italy following his attendance upon the economic course held in that country last summer. This course lasted twenty-four days and was attended by 350 members, meeting in the cities of Rome, Naples, Genoa, Milan, and Venice. It was held under the auspices of the International Society.



Kaiden-Keystone Studios

DR. BOISSEVAIN AND DR. GREGG

Photographed at luncheon given by Dr. Gregg in honor of Dr. Boissevain at the Advertising Club, New York, in 1930.

In recognition of the splendid work he has done for the development of commercial education, the Goethe-Universitaet in Frankfurt am Main conferred upon Dr. Boissevain the degree of *Doctor Honoris Causa*.

Although Dr. Boissevain's function as president of the International Society for Commercial Education ended on the first of January last, he was asked by the general meeting to continue in office until the first of January of next year. At that time, Mr. Castellino, a member of the Italian Parliament, president of the *Giornale d'Italia*, and professor at the University of Rome, will become the president for the next three years.

The next economic course will probably be held in Paris in 1934, and the next International Congress on Commercial Education will

take place in Prague the last of August, 1935.

Our hearty congratulations go to Dr. Boissevain.

FOR the first time in its history, Ohio State University is offering a course in commercial teacher preparation during the regular school year. Heretofore, such courses have been offered only during its summer sessions.

Early this year, the university began a consistent program in commercial teacher preparation that would last throughout the academic year. At this time a course was being offered called "Laboratory of Industries," which was intended to give teachers in the industrial area, school administrators, and potential superintendents and principals an idea of what the industrial field was all about.

Lloyd L. Jones was asked to set up a similar course called "Laboratory of Commerce" for commercial teachers, potential commercial teachers, and superintendents and principals. In connection with these organization plans, Mr. Jones was asked by the Ohio State Department of Education to set up at the university state examinations in shorthand and typewriting to test the fitness of applicants for the teaching of those subjects.

The spring semester commercial education program at Ohio State was expanded during the first and second summer sessions of 1933 and is being continued with few changes during the academic year of 1933-1934 under the part-time direction of Mr. Jones.

In February, Mr. Jones will join the faculty of Teachers College, Columbia University, for the spring term. He will offer, in Dr. Odell's department, a course in the Methods of Teaching Business Education.

JAMES M. THOMPSON joined the faculty of New York University this year as assistant instructor, offering courses in Gregg Shorthand and typing in the School of Education and the School of Commerce. He is also a candidate for a Ph.D. degree at this institution.

Mr. Thompson is a graduate of the Nebraska State Normal College, Chadron. For the past three years he has been head of the commercial department of the Huron (South Dakota) College. He received his master's degree this summer from Colorado State Teachers College, Greeley.

CLEM W. COLLINS, head of the accounting department of the University of Denver, has recently been made assistant dean of the School of Commerce. He will continue his teaching in addition to his numerous administrative duties. Professor Collins has also taken charge of the Bureau of Placement for the School of Commerce.

SIMMONS COLLEGE, Boston, has recently elected a new president, Dr. Bancroft Beatley, formerly of the Harvard Graduate School of Education, and an associate of Professor F. G. Nichols.

Dr. Beatley is in full sympathy with the vocational education movement, has a clear understanding of it, and is in every way thoroughly competent to direct this great vocational college for women.

Simmons is the third largest college for women in the country, and the only one devoted exclusively to vocational training. Dr. Edward H. Eldridge heads the secretarial department, the largest department of the college.

NOW that the functions of the Federal Board for Vocational Education have been transferred to the United States Office of Education, in accordance with an Executive Order issued by President Roosevelt on June 10, Dr. George F. Zook, United States Commissioner of Education, expects to combine all activities relating to commercial education under one official. Under this arrangement the representative of the Office of Education responsible for research studies and investigations provided in the Vocational Education Act will be given the responsibility for all phases of commercial education.

H. J. BOLEN, for the past five years administration principal of the Jasper, Florida, public schools, is now affiliated with Draughon's Business College of Savannah, Georgia, as vice president and principal.

R. G. COLE, of the Abilene, Texas, High School, is publishing monthly typing tests under the title of "Timed Writing Practice." He plans to issue this material eight times during the regular school year. Mr. Cole employs the following plan in warming up his students for the timed practice: 3 minutes for finger gymnastic exercises; 5 minutes for a limbering-up drill; 5 minutes for a rhythm drill, and from 3 to 8 minutes of repeated one- or two-minute timed practices.

THE Waltermire Business School, Hudson, New York, which was organized in 1929 by Clayton J. Waltermire, the principal and manager, is now known as The Waltermire Business Institute. Miss Gertrude Graham, a prominent member of the Hendrik Hudson Players, has been added to its faculty.

VERY few schools of business can look back on seventy years of steady growth, but that is the experience of the Rochester, New York, Business Institute, which had its birth in 1863. Louis L. Williams founded this institution. Two years later he was joined by Fernando E. Rogers. The school was in the hands of these men for many years and under the guidance of their successors, also Rochester educators, until the present time. Dr. Meyer Jacobstein, present head and owner of the R. B. I., is a former professor of the University of Rochester and for many years a member of Congress. Ernest W. Veigel, Jr., general manager and treasurer, was on the staff of the Rochester Chamber of Commerce before taking up his present duties.

FRANK L. MARK, town auditor, died at Fryeburg, Maine, October 20, 1933, at the age of seventy-four. He was stricken with heart disease as he was returning home from the post office. His home was formerly the house in which the late Admiral Peary lived when a young man.

Mr. Mark was born in Westbrook, Maine. As a young man he went to Fryeburg, Maine, and established a general store. He also conducted the leading hotel there, the Oxford House. For some years after this he was employed as a traveling salesman for the Goodyear Rubber Company.

In July, 1902, he became connected with Heffley School, of Brooklyn, New York, as registrar, a position that he filled for over twenty-five years. He was a prominent member of the Eastern Commercial Teachers Association and rarely missed an Annual Convention. Upon his resignation from Heffley School he returned to his beloved Fryeburg, where he lived until his death.

Mr. Mark was a past master of the Pythagorean Lodge of Masons, and a member of the board of trustees of that order.

His host of friends deeply mourn his passing and extend their profound sympathies to Mrs. Mark, who survives him.

Last Call for the Gregg Writer Medal Test

The Official Medal Test Copy

Sincerity is the very foundation stone of true friendliness. It is also a human trait that is hard to counterfeit, as the sincere, friendly impulse comes from the soul of a man and not from the calculating mind. Think kindly and friendly thoughts. If you have a heart and soul, why be ashamed of them? Bring them into the shop, the classroom, the office, and your daily life. The hand may be cunning and the head may contain the brain that can conceive the most brilliant thoughts, but every good and worthy impulse comes from the heart. Strengthen your faith in men, think kindly of them, believe that they are your friends, and in the long run they will be.—*Raymond Congreve.*

THE Gregg Writer Shorthand Teachers' Annual Medal Test closes December 31.

This test was announced in the October issue (page 82). The purpose of the medal test is twofold: to encourage every shorthand teacher to write better notes, and to give recognition by a suitable award to those teachers who possess superior shorthand writing skill.

The Awards

A beautiful gold watch charm or lavalier will be awarded every teacher who submits the test written in a style of shorthand that meets the judges' highest standard.

A beautiful silver medal will be awarded every teacher whose test is rated on the second level of penmanship proficiency.

To the teachers whose writing style is not up to the silver-medal proficiency, but is of sufficient merit to warrant recognition, certificates of proficiency bearing gold seals and red seals, respectively, will be awarded.

Some Important Suggestions

1. The writing must be fluent and smooth, but not scrawly.
2. Circles and curves must be joined freely and easily.

3. Strokes must be of the correct formation, length, and size.

4. Ruled paper should be used, since most of us write better when there are lines to guide the pen than when we have to hold to an imaginary line. Unruled paper tends to encourage large, scrawly notes.

5. Remember this is an artistic writing contest. Your paper should be prepared just as carefully as the artist prepares a canvas for an exhibition of paintings.

6. Pen and blackboard notes *only* are acceptable. If you think your blackboard notes are superior to your pen work, send a photograph of your blackboard writing also. A pen-written specimen will suffice, if you do not care to prepare a board specimen.

7. For pen-written specimens, rule a column 3 inches wide down the middle of a regular sheet of standard-sized penmanship paper, $8\frac{1}{2}$ by 10½ inches.

8. Write (preferably on the typewriter) your name, address, including city and state, and the name of your school at the top of the sheet and head it "Teacher's Medal Test."

9. Use only "The Official Medal Test Copy" given below. No other copy is acceptable.

10. You may refer to the dictionary or any shorthand text in preparing the copy.

11. Give proper attention to the writing instrument, so that the notes will not be thick and unsightly. See that the nib of your pen is clean and that the ink flows freely. Do not use a stub pen.



Facsimile of Teacher's Medal

Commercial Education Research Abstracts

By Dr. E. G. BLACKSTONE

Director, Commercial Teacher Training, The State University of Iowa

In order that educators may become better acquainted with the research studies that have been made in the field of business education, a number of abstracts of the more important studies are being published each month in this magazine.

The September issue carried reports of investigations to determine basic business information, skills, and concepts needed by everyone. The October abstracts were confined to intelligence studies. This month's abstracts deal with studies of achievement in typewriting.

THERE has been much debate on the typing achievements that normally may be expected of typing students. All sorts of standards have been set up, but they are not always attained. The studies abstracted below show something of what is actually being accomplished, although most of the studies are limited to copying tests. It would seem to be time for typing teachers to turn their attention to tests that measure more of the essential activities of typists than that of copying, which, according to Harned's study, occupies only 12 per cent of the stenographer's time.

Following these achievement studies, and in some cases combined with them, are reports of the relative merits of double and single periods. Most studies seem to reveal a slightly greater achievement for double periods, but not enough to justify the additional cost in time and in money. Perhaps it is time for typing teachers to present these facts to those boards that determine the amount of credit to be given to typing, so that necessary readjustments may be made by them.

A SURVEY OF TYPEWRITING ACHIEVEMENTS AT END OF FIRST YEAR, SPEED ATTAINED AND ERRORS MADE, by D. B. Owens, Master's Thesis, New York State College for Teachers, Albany, New York, 1930.

Purpose. To determine what speed and accuracy achievements in straight copying are obtained at the end of one year of typewriting in high school.

Procedure. Ten-minute copying tests were given to 4,576 students in about 50 towns and

cities of various sizes in more than 20 states. One test was given at the end of the first semester and one at the end of the second semester. Tests were marked according to International rules.

Findings. In the first test, boys wrote an average of 11 words a minute with 7 errors; girls, 15 words a minute with 6 errors; boys and girls combined, 14 words a minute with 6 errors.

In the second test, boys wrote 23 words a minute with 8 errors; girls wrote 26 words a minute with 7 errors; boys and girls, 25 words a minute with 7 errors, an improvement of about 75 per cent during the second semester.

There is some indication that both girls and boys write faster with increasing age, and that both boys and girls write faster according to the year in which they start typewriting; that is, that seniors do better than freshmen.

Evaluation. The section reviewing the history of research in typewriting is valuable. The discussion of standards set up by various courses of study indicates decided lack of agreement as to what should be achieved. There is a wide distribution of students involved and probably an adequate sampling.

QUANTITATIVE MEASUREMENTS IN TYPEWRITING, by William E. Harned, Department of Stenography and Typewriting, Columbia University, *Spotlights in Commercial Education*, Vol. V, No. 1, October, 1927.

Purpose. To determine the rate at which typists, stenographers, and dictating-machine operators actually operate the typewriter in the business office.

Procedure. Records were kept in an unspecified number of centralized stenographic departments for periods of from one to seven weeks. Counting devices were placed on the

typewriters, and the records taken from them were computed into rates per minute. Only actual operating time was counted.

Findings. Rates of transcription:

	Words per Minute
Maximum	31
Mean	19
Minimum	12

Typing from copy:

	Words per Minute
Maximum	51
Mean	26
Minimum	18

Typing from dictating machines:

	Words per Minute
Maximum	22
Mean	16
Minimum	9

Distribution of the stenographer's time:

	Per Cent
Taking dictation	17
Typing from notes.....	17
Copy work	12
Filing	7
Miscellaneous	30
Idleness	17

Evaluation. The number of cases is unknown; hence validity is uncertain.

The work was done in centralized departments; hence it may or may not apply to decentralized stenographic work. It is impossible to compare these results with the work of students, because long-time records of students are not available. Their scores are ordinarily those of speed tests alone. It would be highly desirable to determine student scores under similar conditions, so that comparisons could be made.

THE RELATIVE EFFICIENCY OF DOUBLE AND SINGLE PERIODS IN TYPEWRITING, by Bessie A. Young, Master's Thesis, University of Iowa, 1931, Research Studies in Commercial Education, Vol. V.

Purpose. To determine the relative efficiency of double periods and single periods in teaching typewriting.

Procedure. A comparison was made of achievements in typewriting in 75 schools using the single-period plan and 20 schools using double periods, representing students in 23 different states. Thirty-three hundred students were involved.

The test was a battery covering speed and accuracy in copying, knowledge of letter forms, identification of parts of the typewriter, characters not on the keyboard, syllabification, true-false theory test, multiple-response theory test, Lessenberry letter-writing test, and tabulating. The scores for the students were compared with scores made by 50 stenographers on the job.

Findings. The number of students examined is large enough and the range of territory extensive enough to yield conclusive results.

The single-period classes yield approximately as good results as do the double-period classes. On the composite scores for all parts of the test, the single-period group median is 12 points ahead of the double-period group median. If double periods are as valuable as have been maintained in former years, the double-period group should have scored many points the higher. Neither the double-period nor the single-period group scored as high as did the stenographers on the job.

Evaluation. The study seems to be extensive and to have been accurately and adequately handled. It would appear to provide data on this question of double and single periods and should perhaps be brought to the attention of the accrediting agencies that have in the past required double periods for typewriting credit. Apparently, double periods are economically unjustifiable.

NORMS OF ACHIEVEMENT IN SPEED AND ACCURACY OF TYPING STUDENTS OF THE JUNIOR AND SENIOR HIGH SCHOOLS OF THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA, by Joseph L. Kochka, Eastern High School, Washington, D. C., 1932. Mimeographed report available from author. Brief abstract in *American Shorthand Teacher*, Vol. XII, No. 3, November, 1931, p. 120.

Purpose. To determine the ability of students on straight-copy material.

Procedure. Three five-minute tests were constructed; 93 per cent of the words used were found in the first 3,000 words of the Horn list. The tests were given to 20 second-semester classes in junior high schools, to 26 second-semester classes in senior high schools, to 28 third-semester classes, to 27 fourth-semester classes, to 12 fifth-semester classes, to 6 sixth-semester classes, and to a few office practice classes.

Findings.

Semesters	Weeks of Instruction	Speed	Accuracy
2	28-32	26	99.3
3	46-50	34	99.54
4	64-68	40	99.64
5	82-86	44	99.7
6	100-104	46	99.7

Evaluation. Rather a large number of cases was involved, so that the findings should be valid for Washington at least. The length of period is not given. The tests attempted to measure copying ability only.

A STUDY OF TYPEWRITING ACCOMPLISHMENTS IN CALIFORNIA SECONDARY SCHOOLS, by Ira W. Kibby, State Department of Education, Sacramento, California, March, 1933.

Purpose. To determine the accomplishments of high school students in typing straight continuity matter composed of words of high frequency.

Procedure. The Bureau of Business Education gave state-wide typing tests during the thirty-fourth week of the school years ending in June, 1930, and June, 1931. Over 40,000 students participated. The tests were of comparable difficulty, were printed and held by principals until day of test, and were for 5 minutes' duration. The tests were corrected by International rules.

Findings. (See table below.)

	Senior and 4-year High Schools		Junior High Schools		Junior Colleges
	1930	1931	1930	1931	1931
1st semester:					
Single periods (40-45 min.).....	14.2	14.2	10.6	10.6	—
Single periods (50-60 min.).....	16.9	16	12.5	12.6	23
2 continuous periods (70-90 min.).....	19.8	22.9	—	—	—
Double periods (70-90 min.).....	16.6	19.3	—	—	—
2d semester:					
Single periods (40-45 min.).....	26.5	26.6	22	20.7	—
Single periods (50-60 min.).....	28	28.8	24.9	24.9	38
2 continuous periods (70-90 min.).....	32	32.7	—	—	—
Double periods (70-90 min.).....	32.3	31.7	—	—	—
3d semester:					
Single periods (40-45 min.).....	34.1	34.6	28.3	25.3	—
Single periods (50-60 min.).....	35.5	35.5	31.3	32.2	51
2 continuous periods (70-90 min.).....	40.8	40.3	—	—	—
Double periods (70-90 min.).....	37.6	38.3	—	—	—
4th semester:					
Single periods (40-45 min.).....	39.1	39.2	31.9	34.8	—
Single periods (50-60 min.).....	40.3	41.4	38.5	35.1	—
2 continuous periods (70-90 min.).....	45.5	47.2	—	—	—
Double periods (70-90 min.).....	44.5	44.5	—	—	—

Students taking typing for double periods scored higher than those using single periods, but not enough more to justify the extra cost.

The higher the grade in which typing is taken, the higher the score, until the eleventh grade is reached, when the score approximates that of the twelfth grade.

Evaluation. Large numbers of students are involved, so that the findings are probably valid. The tests, however, measure only one phase of typing, copying. The data are treated statistically in an adequate manner.

OBJECTIVE MEASUREMENTS OF ACCOMPLISHMENTS IN TYPEWRITING OF HIGH SCHOOL COMMERCIAL PUPILS IN INDIANA, by Ver-

nal H. Carmichael. Master's Thesis, Indiana University, 1930. Abstract in Research Studies in Commercial Education, Vol. V, University of Iowa, pp. 125-135.

Purpose. To determine achievements in typing in Indiana high schools according to size of school and length of period.

Procedure. A 15-minute copying test was given in 178 Indiana high schools on February 21, 1928. Work had progressed only 6 weeks in the semester; 6,396 students were tested. Papers were scored by International contest rules.

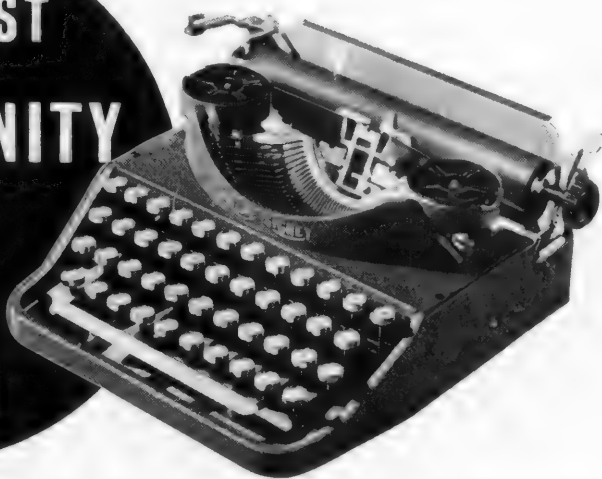
Findings. There is little correlation between the results achieved in words per minute and the size of a school, except that very large schools tend to have lower scores than very small ones.

Double periods yield slightly higher results,

but not enough higher to justify the additional cost. The length of the school year has little effect upon results achieved in this test.

Enrollment	Words per Minute		
	Semester 2	Semester 3	Semester 4
0-99	25	47	42
100-199	25	34	41
200-299	26	39	36
300-399	27	32	36
400-499	23	36	37
500-799	27	32	42
800-1,099	23	34	40
1,100-2,599	19	29	35

Evaluation. This study involves a large number of cases and should be valid. The test is limited to copying.



ROYAL'S ARRANGEMENT COMPETITION CLOSES JANUARY 1

Only a few weeks remain in which to submit your entry. Please do so at once. The Competition is easy. It will require but a few minutes of your time! Besides, it is interesting, instructive—excellent practice! **FIRST**, read the paragraph headed "Arrangement Material." It is an advertisement featuring the Royal Portable Typewriter, and written without punctuation marks—no capitalization, no separation, no attempt to make it readable.

SECOND, re-type on plain white paper, punctuating correctly, making the best arrangement you can. Be neat—be accurate. Watch margins and general set-up.

The Awards!

Royal here extends a real, winning opportunity to all typewriting students. Special prizes will be given—a Royal Signet to each of the two students, from (a) private, (b) public, or (c) parochial schools whose entry is the most attractive, the neatest and the most accurate. Six new Royal Signets in all! The 50 next best, regardless of school, will each receive \$1. And Certificates of Honor will be awarded to 500 additional students in order of merit.

Arrangement Material

Practice practice practice this is the advice of prominent instructors everywhere rest relax enjoy yourself at home evenings and on your holidays that's what spare time is for but practice whenever you have the opportunity ten minutes fifteen minutes half an hour each day will help to place you at the head of the class of course you need a typewriter of your own and preferably the improved 1933 royal portable light in weight sturdy and efficient this finest of homed sized writing machines duplicates the speed and smoothness of an office typewriter price \$60 your choice of colors and styles of type see your nearest dealer for complete information including details of convenient payment plan other royals for home use are the signet senior with double shift keys and standard 4bank keyboard chipproof velvetone finish price \$37 and the royal signet simplest and easiest to use of all home typewriters no confusing shift key price \$29.50.

Conditions: Study Carefully Please

1. This contest is open to all students of typewriting. It closes January 1, 1934. 2. Paper should be typed on a Royal Typewriter. If none is available in the schoolroom, Royal Branches and Dealers will be happy to permit students to type their entries in the office. 3. Class entries should be sent in a group with the teacher's name attached, for convenience in handling. 4. Judges will be appointed by Royal Typewriter Company, Inc., whose decision shall be final. 5. Use regular typewriter paper and type on only one side of the paper. 6. Type name and address in upper left-hand corner of entry, together with school and teacher's name. *Indicate clearly whether private, public, or parochial.* 7. Only typewriter characters, underlining, etc., are to be used. 8. In case of tie, duplicate prizes will be awarded to each tying competitor.

NOTICE TO TEACHERS

Royal urges you to enter your students, submitting class entries as a unit. It will help them in their regular work, promoting interest in grammar. Additional copies of the material to be arranged (see above) will be supplied without obligation. Write today. Use coupon.

ROYAL TYPEWRITER COMPANY, INC.

2 Park Avenue, Dept. EW-1233, New York, N. Y.

Gentlemen: Kindly send me.....additional copies of Royal Arrangement Material for classroom use.

Name

Address

School

When answering advertisements please mention The Business Education World.

Book Reviews

By Dr. JESSIE GRAHAM

Assistant Professor of Commerce, State Teachers College, San Jose, California

In order to discuss present-day economic life intelligently with their pupils, and to cooperate understandingly in the stupendous program, teachers of business subjects should have an overview of the New Deal—its setting in world history, its underlying philosophy, its practical economics, and the various projects undertaken. As cooperation based upon adequate information is a prerequisite to the success of the New Deal, teachers can render valuable service by the dissemination of accurate information and the development of desirable attitudes. To this end, the following three publications have been selected for consideration by business teachers.

A PRIMER OF "NEW DEAL" ECONOMICS, by J. George Frederick *et al.*, The Business Bourse, New York, 1933, 322 pp., \$2.

The interest of the teacher-reader of this book will be aroused immediately upon finding that the New Deal program is based on the pragmatism and the experimentalism of John Dewey—*action* followed by the weighing of consequences and the corresponding modification of further action, rather than the basing of procedure on predetermined principles or the postponing of action until all pertinent facts are accumulated.

The prologue of the book presents a summary of other periods of man's history leading up to the New Deal period. The twelve principles of the New Deal are then explained in easily readable style.

A study of the sample codes for various industries and the blanket code included in the book will make a timely project for high school and college classes. Two charts accompanying the book are especially helpful, as they present the major features of the New Deal and include definite information about the ten great divisions of the program.

THE ROOSEVELT PROGRAM, by Cleveland Rodgers, G. P. Putnam's Sons, New York, 1933, 275 pp., \$2.

In this book, the plans and policies of the Roosevelt administration are set forth by the editor of *The Brooklyn Daily Eagle*. Here is presented in integrated form the story of the New Deal that has appeared bit by bit in

newspapers and other periodicals. The policies of the President, as well as action taken by him and by various branches of the Government, are explained in the light of the conflicting interests involved in the setting up of the gigantic plan.

Chapters of especial interest to teachers of business subjects are those that treat of the leaving of the gold standard, the relation of the New Deal to world economics, the plans for saving billions and spending billions, farm relief, the new national railroad policy, and "making banks and securities safer." The compact treatment of these subjects of timely interest commends itself to the busy teacher who wishes to keep informed of present political and economic affairs.

BUSINESS UNDER THE RECOVERY ACT, by Lawrence Valenstein and E. B. Weiss, Whitteley House, McGraw-Hill Book Company, Inc., 314 pp., \$2.50.

Business men realize that the practical application of the National Industrial Recovery Act will have a profound effect upon merchandising, selling, and advertising. They, therefore, welcome this new book which analyzes the act in order to determine its probable immediate and ultimate effects on merchandising, selling, and advertising plans. Obviously, teachers of business subjects, whose work cannot fail to touch at least some aspect of the field of marketing, will be interested in this discussion of "business under the recovery act."

The book opens with a brief survey of panics and depressions in American history and the effect of the doctrine of *laissez faire* upon American business. The new partnership between Government and business is explained.

Other chapters discuss unfair trade practices; the effects of the new legislation on merchandising, selling, advertising, wholesaling, retailing, and association advertising; German cartels; and industrial bootlegging. The text of the act and sample codes are included.

Similar material helpful to teachers of business subjects has recently been published.²

¹"A Primer of the New Deal," by E. E. Lewis of Ohio State University, American Education Press, Inc., Columbus, Ohio, 1933, 64 pp., 35 cents.

²"Outline of the New Deal Legislation of 1933," by Piquet, McGraw-Hill Book Company, Inc., New York, 1933 (booklet form), 60 cents.

MOLDERS OF THE AMERICAN MIND, by Norman Woefel, Columbia University Press, New York, 1933, 316 pp., \$3. [Reviewed by E. Lillian Hutchinson.—Ed.]

This book is a critical review of the social attitudes of seventeen contemporary leaders in American education—Dewey, Horne, Morrison, Bagley, Cubberley, Briggs, Finney, Judd, Snedden, Thorndike, Horn, Charters, Bobbitt, Counts, Rugg, Bode, Kilpatrick. Its very nature is controversial, for there never was less unanimity of opinion upon the subject of education than there is today.

Section One attempts to read the implications of some things that are happening in American society today—the disintegration of certain central institutions and the crystallization of others. It is a picture of divided loyalties and ideals.

With this analysis as a background, Section Two attempts to show how the points of view of the educational leaders under discussion are oriented—those who stress values inherent in American historic traditions, those who stress the ultimacy of Science, and those who stress the implications of modern experimental naturalism.

In Section Three the author criticizes and interprets from the basis of his own convictions the views analyzed in the second section.

Section Four suggests an orientation to certain vital considerations for educators during a period of transition and outlines some major educational strategies for the immediate future.

A very full bibliography completes the study.

The author has written without reserve. Whoever is hurt, and whoever protests, most readers will be impressed by his methods and concede that here is true criticism.

FRENCH EDUCATIONAL THEORISTS, by Kevork A. Sarafian, C. C. Crawford, Los Angeles, California, 1933, 134 pp.

The teacher's philosophy of education is based not only on present-day ideas but also on a study of the sources of these ideas. As institutions and philosophies do not spring into being spontaneously, a study of their antecedents is a necessary basis for a thorough understanding of their attributes. Therefore, this book, treating of the contributions made to modern educational thought and practice by French educational theorists, is of interest to teachers, especially as translations from the writings of these predecessors of our present-day educational leaders are given.

Each of the four chapters is devoted to one man: Rabelais, who believed that nature, being good, is a safe guide to action; Montaigne, who suggested that genuine interest and curiosity are the principal vehicles for the machinery of learning; Fénelon, sponsor of education for

women; and Rousseau, who set forth the idea that education is a process of living and not merely preparation, and that the child's nature is a starting point for educational practice.¹



JESSIE GRAHAM

ADVERTISING PROCEDURE, by Otto Kleppner, Prentice-Hall, Inc., 1933, revised edition, 582 pp., \$5.

As is pointed out in the preface of this book, an attempt has been made "to reflect the sense of values that the world-wide change in conditions has brought about . . . to reappraise the various advertising precepts in the light of the vigorous experiences of the past few years."

Indeed, recognition of the effect of very recent happenings upon advertising is shown by the inclusion of a digest of the National Industrial Recovery Act, excerpts from the Federal Securities Act, and the new Federal Food and Drugs Bill.

The book is divided into four parts: the purposes of advertising, the preparation of advertisements, the scheduling of advertisements, and "the machinery in motion." The chapter on radio broadcasting is especially entertaining and instructive, as is also the chapter on advertising research. Much practical help in the preparation of advertisements and the planning of campaigns is given throughout the book, which is liberally illustrated. Fourteen pages of bibliography are appended.

¹"History of Education in Armenia," by Kevork A. Sarafian (C. C. Crawford, Los Angeles, 1930, 320 pp., \$3), is of interest to students of comparative education.

(Continued on page 216)

Key to the Shorthand Plates

In the December "Gregg Writer"

Yule Log—Symbol of Christmas

By ELIZABETH COLE

*"Come bring with a noise,
My merrie, merrie boys,
The Christmas Log to the firing."
—Herrick*

What pleasant old customs people used to have at Christmas! With great ceremony, in the olden days, the Christmas²⁰ log was brought into the home. This great "clog" of wood, chosen with care and laid in the huge fireplace, was lighted with a⁴⁰ brand saved from last year's clog. Great drinking, singing and telling of tales in the light of the ruddy blaze were part of the⁶⁰ Christmas celebration. All through the night that Yule log was kept burning and if by any oversight the flame went⁸⁰ out ill luck would surely befall the home.

Who has not at times lamented the passing of these simple holiday¹⁰⁰ rites? Society has taken on a shallower, more sophisticated tone and cannot enter wholeheartedly¹²⁰ into the unaffected good fellowship of former days. Then the joy of a merry Christmas meant the joining of peer and peasant in celebrating together. Holly, mistletoe, games, the country dance, the flowing wassail¹⁴⁰ bowl, the groaning Christmas dinner table, the sincere church service so artlessly enjoyed by young and old, rich¹⁶⁰ and poor, all contributed to the charm of Christmas in days gone by.

In memory of the pleasant old custom¹⁸⁰ the 1933 Christmas Seal depicts the bringing in of an ancient Christmas yule log. Announced by²⁰⁰ the heralding bugler two mediaeval figures drag in the enormous log, against a background of golden²²⁰ winter sunset. They call to mind the former days and symbolize the true spirit of peace on earth that unites all²⁴⁰ people at this season of good will. They would remind everyone who pastes the little stickers on mail and²⁶⁰ packages that the old, real Christmas is not gone. For true Christmas peace and happiness, which no amount of material²⁸⁰ troubles can everlastingly destroy, will be in the heart of everyone who "shares" the gift of health³⁰⁰ by using Christmas Seals throughout December. (308)

Your Mental Heritage

In the great scheme of things each part has its place—the soil and the sea, the flowers, and the animal kingdom. Many²⁰ of these are truly marvelous—the charming life of the

birds, their freedom in flight, their skill in nest-building, their⁴⁰ exquisite art in song. But beyond the most gifted of all animal creation comes man with a larger control⁶⁰ over his own destinies than any other creature. The center of this control is the mind, the supreme gift⁸⁰ of all creation. Were you to inherit a million dollars would you not think carefully how you should manage¹⁰⁰ that great heritage? You have a far greater gift in your own mind and the possibility of using that mind¹²⁰ day after day throughout life to determine your achievement and destiny. The first mark of a student is an¹⁴⁰ appreciation of the worth of his own mind. (149)—Joy Elmer Morgan.

Easy Letters

For Use After Chapter IX

I

Dear Money-Earner: "A word to the wise is sufficient."

No doubt since you have been hearing so much about unemployment,²⁰ you have been wondering how soon you would be walking the streets looking for work.

We hope this will not be true,⁴⁰ but if it is you can be prepared to meet the situation.

By laying aside a certain percentage of⁶⁰ your earnings each month, you can have a fund that will keep your family in food and clothing until you find something⁸⁰ to do.

Your money will not only pile up, but it will be earning more money for you in case you are not obliged¹⁰⁰ to draw it out.

Our installment stock is earning interest at the rate of eight per cent per annum, and this¹²⁰ interest is compounded semiannually.

If you find it necessary to use the money before¹⁴⁰ the stock matures, you will receive six per cent on your savings.

Why not start an account with us on your next pay day?¹⁶⁰ Yours truly, (162)

Gentlemen: When you sent in your order August 16, we filled it without delay. You have had the income from²⁰ these goods shipped several months ago, but we have had no returns from them. Does that seem fair?

If your shipment was made⁴⁰ in a satisfactory manner, and you have no cause for complaint, the enclosed bill is very much past due.

May⁶⁰ we hear from you by return mail. Yours truly, (68)

Gentlemen: It is a matter of much regret to us to note that notwithstanding our many letters and statements²⁰ to you with reference to your account there still remains a balance of \$500 due us from you.⁴⁰

We have been very patient with you, have

waited a long time, and have not pushed the matter of payment. We cannot,⁹⁰ however, let the account stand longer, and, therefore, are urging that you send us a check within the next 30⁹⁰ days. Otherwise, we must place the matter in the hands of our attorney. A statement of your account is enclosed.¹⁰⁰ Yours very truly, (104)

II

Dear Mrs. Stone: If you or any of your friends wish a desirable apartment for this winter, we have it⁹⁰ for you.

We expect to spend the winter in Albany with our daughter and wish some family of refinement¹⁰ to occupy our apartment while we are away.

Our windows overlook Washington Park, surrounding which are⁶⁰ the County Courthouse, the University Extension Building, and the Auditorium.

I am sure that our⁹⁰ terms will suit you. May we hear from you soon? Very sincerely yours, (96)

Dear Sir: "The formulation and the regulation of any educational system, both from a²⁰ theoretical and a practical standpoint, should always be in an experimental stage."

This is one article⁴⁰ of the educational creed in the book "Psychology and Education," by Dr. James Johnson, a⁶⁰ recognized authority in this field.

In this book Dr. Johnson shows the rare ability of being able⁶⁰ to write on a technical subject with such simplicity and sincerity as to meet with instant¹⁰⁰ popularity among the majority of his readers. Yet the reliability and classification¹⁵⁰ of the subject matter pleases the most critical.

Dr. Johnson argues that the utility value of⁴⁰ such sciences as physiology, geography, and biology is not a justification for¹⁰⁰ such extreme modifications of programs of study as we have seen. To neglect the artistic, musical¹⁰⁰ and political sciences means such a superficial education that there may not be that adaptability³⁰⁰ to all environments without which prosperity may be really a calamity. A²⁰⁰ well-developed personality cannot be one-sided.

Dr. Johnson looks forward, not backward, yet he presents²⁴⁰ no fantastic theories.

Send for your examination copy. Yours truly, (254)

The Acid Test

By John Amid in the October, 1926 issue of "Business"

Well, sir, it meant a lot to Stephen. To be right on the edge of Big Business, really Big Business. There was his³⁰ wife to consider, too, and his standing in the community, and the children's education. If he got the⁴⁰ job, he was a made man. You didn't walk into Vanderman, Hill & Company one week and

walk out again the⁹⁰ next. Once you were in, you were in. Everybody knew that. Vanderman, Hill & Company did their looking you⁹⁰ over before you were taken on, not after. Big Business every time. To hold down an executive job¹⁰⁰ for Vanderman, Hill meant success. No telling where it might lead. Their transactions ran into staggering figures. You¹²⁰ might go on up. Anyway, you wouldn't go back. People would take their hats off to you. All doors would be open. "He's¹⁴⁰ with Vanderman, Hill."

But first, you had to meet the test. Big Business insisted on that. Could he meet it?

Stephen Gifford¹⁰⁰ had been regarded as a comer. Good record at high school. Good record at college, until he had been obliged¹²⁰ to leave to take up the white man's burden, when his father died. Good football player, too. Made good in the old town.³⁰⁰ Married well. Had a chance to make a good connection in New York. Took it. Harbored a proper respect for money,²²⁰ and the men who made it. It takes brains to make money, you know. If he was a little inclined, just a little inclined,²⁴⁰ to go too far in believing that men with money must have brains—well, it didn't hurt him any. Got another²⁶⁰ raise.

Then, there came a row of bad breaks. Stephen began to worry. It affected his work. For the first time in²⁸⁰ his life, he lost his job. And his wife lost her health. It was worse than a movie.

Stephen Gifford, the careful saver,³⁰⁰ the keen-headed young business man, the go-getter, found himself running into the hole. The butcher, the baker, and³²⁰ all the installment men began to seem—well, you know how it is—cordial, and perfectly willing to extend³⁴⁰ credit and all that, but, oh, just the least little bit hesitant.

Then, along comes this chance with Vanderman, Hill. Boy,³⁶⁰ what a life saver! And a real step ahead. A suggestion from a friend, a good word from a chance connection³⁸⁰ in the old Massachusetts town, and now an appointment with Vanderman himself. Boy, oh boy!

The appointment was⁴⁰⁰ for two-thirty. That was where the acid test would come. Stephen was on the corner at two-fourteen, at the entrance⁴²⁰ to the building at two-twenty-eight, and inquiring for Mr. Vanderman's secretary at two-twenty-nine⁴⁴⁰ forty-eight. Big Business knows how to appreciate punctuality.

She was a mighty nice girl, that secretary.⁴⁶⁰ Not too young, you know, but attractive-looking, and intelligent. Courteous. Efficient. Friendly, too. Big⁴⁸⁰ Business certainly does know how to pick 'em! Her desk alone showed how good she was; it was big, and glass-topped, and⁵⁰⁰ important-looking, and neat, with flowers and a little separate typewriter stand on one side. She checked Stephen's⁵²⁰ appointment for two-thirty and nodded her appreciation of his promptness. So far, so good. Could he make himself⁵⁴⁰ comfortable for a few moments? Mr. Vanderman was in conference with Mr. Hill. She frowned for a moment,⁵⁶⁰ as if a little troubled

about something. But Mr. Hill knew of Mr. Gifford's appointment; so it wouldn't⁸⁵⁰ be long.

Stephen understood that. If only you could get direct to men who were big enough, you got real treatment.⁹⁰⁰ With them, an appointment was an appointment. They knew what time was worth. If they kept you waiting, there had to be⁹²⁰ a pretty important reason.

This particular time, as luck would have it, it *was* important. That was obvious.⁹⁴⁰ The secretary's attitude showed it. Through the grained mahogany door you could just distinguish the low murmur⁹⁶⁰ of conversation. Not the words, you understand, just the fact that someone was talking. There were pauses—long pauses.⁹⁸⁰ Then the low murmur of conversation again—just bits of it, separated by more long pauses. The pauses¹⁰⁰⁰ were impressive. Evidently a lot of thinking was being done behind that door.

Presently Mr.¹⁰²⁰ Delafield came in. He was one of the junior partners. Stephen recognized him. Mr. Delafield was only¹⁰⁴⁰ thirty-five, and looked even younger. But you could tell he was the real thing, just by looking at him. No waste motion¹⁰⁶⁰ there!

"Mr. Vanderman busy?" he asked briefly of Miss Gore. You could tell she was Miss Gore by a neat little¹⁰⁸⁰ movable name-plate with a glass over it, that stood on the desk. There it was, in plain gold letters that looked at you through¹¹⁰⁰ the glass: "Miss Gore."

"Mr. Hill is with him."

Mr. Delafield glanced at Stephen. A man waiting. And a man with an¹¹²⁰ appointment, too—for of course he'd never be in there at all unless he had an appointment. Still, Mr.¹¹⁴⁰ Delafield hesitated. Miss Gore noticed it.

"Shall I tell Mr. Vanderman you're anxious for a word with him?" she asked.¹¹⁶⁰

Mr. Delafield hesitated. He didn't like to break in. Then he brought his lips together firmly. He had¹¹⁸⁰ decided.

"If you please."

Miss Gore went to the door, opened it noiselessly, went in, and closed it noiselessly behind¹²⁰⁰ her. In a moment she reappeared, and nodded to Mr. Delafield.

"Mr. Vanderman says to come in."

Mr.¹²²⁰ Delafield went in.

The little clock on Miss Gore's desk marked ten minutes to three. The ticks marched steadily along.¹²⁴⁰

The 'phone rang. Miss Gore listened.

"I'm sorry, Mr. Hillyer," she said, "but I'm afraid there's not a chance. He hasn't had¹²⁶⁰ a minute since morning. He's in conference with Mr. Hill and Mr. Delafield now, and has an appointment¹²⁸⁰ to keep as soon as the conference is over. If I were you I'd try tomorrow." She hung up. The little clock¹³⁰⁰ marked five minutes past the hour.

Suddenly Stephen remembered something. He caught his breath. Could it be—*could* it be—The¹³²⁰ Merger? The big steamship merger that would see America's mercantile marine in an entirely new alignment,¹³⁴⁰ that might even take on important international

aspects? He knew Vanderman, Hill were interested¹⁰⁰⁰ in it.

A buzzer on Miss Gore's desk zizzed sharply. She went to the mahogany door. "Tell Mr. Stanton to come¹⁰⁸⁰ here," Stephen heard someone command. It was an abrupt, decisive voice. Probably Vanderman.

Miss Gore turned to the¹¹⁰⁰ 'phone, and busied herself with her own switchboard. Presently Mr. Stanton appeared, a keen-eyed little man with a¹¹²⁰ fierce pointed beard, closely trimmed, Van Dyke, and red. And passed through that awesome doorway into the conference. Talk about¹¹⁴⁰ the real thing! Why, the whole place was Big Business. Steve felt himself glow all over. Suppose he should land the job!

It¹¹⁶⁰ was three-thirty. Miss Gore began to grow apologetic. Stephen deprecated it.

Again and again the¹¹⁸⁰ telephone rang. Miss Gore put everybody off. Once the mahogany door opened suddenly and Mr.¹²⁰⁰ Delafield put his head out. "Miss Gore," he asked abruptly, "will you ask my secretary for the map I asked her¹²²⁰ to put away yesterday?"

The map was brought. It went in. But nothing came out except the occasional low murmur¹²⁴⁰ of conversation, with long pauses between.

Then in came an old gentleman. Very spruce, and chipper—and deaf.¹²⁶⁰

"Why, Mr. Vanderman!" exclaimed Miss Gore.

The old gentleman nodded. It was impossible to tell whether he¹²⁸⁰ had heard or not. He went straight over to the sacred door, opened it, and marched in. Stephen felt his pulse quickening¹³⁰⁰ again. Old E. H. Vanderman himself! So he still had his finger in things after all. Boy, it must be a big¹³²⁰ deal to bring him out! From the inner room the voices were a little louder, but not enough to make words¹³⁴⁰ distinguishable. Then everything was quiet again.

It was four o'clock.

"It's not often," apologized Miss Gore,¹³⁶⁰ "that things get in a tangle like this. But you know how it is. When matters of importance come up unexpectedly,¹³⁸⁰ everything else simply has to wait."

She felt sorry for Stephen. It was easy to see how nervous he¹⁴⁰⁰ was—yes, and how nice too.

"It's absolutely all right," replied Stephen. "I understand perfectly."

He wiped his forehead.¹⁴²⁰ It was proving even more of an ordeal than he had anticipated. He had felt confident of¹⁴⁴⁰ meeting any test they might give him, severe as it no doubt would be. They had to safeguard their own interests, of¹⁴⁶⁰ course. Couldn't blame Big Business for that. But it was certainly tough luck for him to have to be on edge all the time¹⁴⁸⁰ just before the ordeal. How could a fellow possibly be at his best?

Between telephonings Miss Gore talked¹⁵⁰⁰ with him pleasantly. They were becoming quite well acquainted, he felt. And yet—

It was half-past four.

Beneath his¹⁵⁵⁰ conversation with Miss Gore, Stephen was growing more and more troubled. Finally he decided to take a chance.

"Look¹⁵⁴⁰ here," he said, "This interview means an awful lot to me." She nodded. "I don't want to fizzle it. I want to be¹⁵⁶⁰ at my best. I'm afraid I've run into tough luck. Here they've been having an important conference for more than two¹⁵⁸⁰ hours." Miss Gore nodded again. "They're bound to be tired, and—oh well, you know, it makes a difference. And I'm—well, I'm all¹⁶⁰⁰ on edge myself, too. Wouldn't it be better—don't you think it would be better if I just slipped along, and let you¹⁶²⁰ make an appointment for some other time?"

He felt that he was dogging it terribly, but that it would be better¹⁶⁴⁰ to run away and try for a comeback later rather than stay and face almost certain failure.

Miss Gore considered.¹⁶⁶⁰

"Mr. Vanderman might be put out to have you leave after he's had to keep you waiting so long," she decided.¹⁶⁸⁰ "Suppose I remind him you're waiting and see what he says."

Before he could gather his wits she was at the door.¹⁷⁰⁰ This would spoil everything! Big Business—the mercantile marine merger—Vanderman, Hill, Delafield, old Vanderman¹⁷²⁰ himself, and their private expert all interrupted. Darn the luck, anyway!

Miss Gore had shut the door behind¹⁷⁴⁰ her in that noiseless efficient way, but it wasn't thick enough to cover the "No!" that suddenly exploded¹⁷⁶⁰ from the other room. It was unmistakable. Stephen reached for his hat.

"I'm sorry." It was Miss Gore, back again,¹⁷⁸⁰ licked, horse and foot and airmen too. "I'm awfully sorry. I'm afraid—"

Blindly Stephen got to his feet. Nothing but bad¹⁸⁰⁰ luck. Three years of it now, with more to follow. Poor Amy! This would pretty nearly finish her off. What fools they had¹⁸²⁰ been to count on it so confidently. It had looked like the turn of the tide. Now there couldn't be any turn of¹⁸⁴⁰ the tide. "Don't fight your luck," they say. No use. Whatever might happen now would only make things worse.

He was right. Before¹⁸⁶⁰ he could leave the office the inner door had opened, and Mr. Delafield was calling to Miss Gore.

"Mr.¹⁸⁸⁰ Vanderman says let him come in anyway."

Stephen turned, and looked at Miss Gore helplessly. She nodded grimly towards¹⁹⁰⁰ the door. There was nothing for it. The beans were all spilled. Dumbly he turned toward the portal like a sheep at the¹⁹²⁰ sacrificial altar waiting to receive the axe.

Inside the sacred room the silence was ominous. Stephen felt¹⁹⁴⁰ as though he were before a tribunal compared to which the Spanish Inquisition was a bread-and-milk affair.¹⁹⁶⁰ Vanderman was sitting at a flat-topped desk almost as big as a directors' table. Across from him sat old¹⁹⁸⁰ E. H., his vest unbuttoned, his thumbs hooked into his armpits. Hill was leaning wearily on one elbow. The²⁰⁰⁰ red-bearded man, Stanton, was sitting

in a corner, still neat, but obviously defeated. Delafield was standing.²⁰²⁰ One could feel the tension, and behind it a certain baffled irritation. Things had evidently all been going²⁰⁴⁰ wrong. Worse and more of it.

Vanderman spoke, commandingly: "Sit down, Mr.—er—"

"Gifford," supplied Stephen. He sat²⁰⁶⁰ down.

The elder Vanderman put the tips of his fingers together judicially. Mr. Hill drummed on the table²⁰⁸⁰ nervously with his free hand.

"You are a Massachusetts man, Mr. Gifford?"

"Yes, sir."

Mr. Delafield came²¹⁰⁰ around in front of a chair and sat down. Presently the head of the firm continued.

"Got a good memory?"

"Why²¹²⁰—I think so. Fair, at least."

"What part of the state do you come from—east or west?"

"Why, the eastern part — southeastern, rather."²¹⁴⁰

"H'm. Remember the names of the small towns through there, in your own section?"

So there it was! Stephen's already chilled spirits²¹⁶⁰ oozed down into his shoes. There was the catch at last! Did they expect him to remember all the small towns in the²¹⁸⁰ eastern half of Massachusetts—or even the Cape Cod corner? Why, it was preposterous! Impossible!

"I²²⁰⁰—ah—I can't say. Some of them, certainly."

What a question to ask! Of course they'd floor him with the next one, and make him²²²⁰ look like a fool. Not a chance in a dozen they'd hit on a place—any small place—that he could remember the name²²⁴⁰ of. Not a chance in fifty. Not likely they'd even ask about a place he'd ever heard of, if they were going²²⁶⁰ to try him out on small towns. Why, lots of them were hardly more than cross-roads! And the state was full of them—hundreds.

Oh,²²⁸⁰ the tragedy of it! That an afternoon of trouble should impel these men to ask questions like that, when his whole²³⁰⁰ future turned on the answer.

"Remember the name of the town between Padanarum and Salter's Point, about down²³²⁰ opposite the Dumpling Light?" (2325)

(To be concluded next month)

Curious Clippings

For seventeen days a tiny spider that had somehow gotten between the glass and the face of Mrs. Thompson's²⁰ alarm clock in Barberton, Ohio, patiently spun silken strands from hour to minute hand in its valiant attempt⁴⁰ to complete a web. The hands were covered with broken threads, and still the spider spun persistently on. Could it⁶⁰ finally have won the struggle? (66)

A pair of binoculars figured in a new capacity at the Tenth Olympiad in Los Angeles,²⁰ enabling the newspapers to send their reports

to London and European points as fast as they were written.⁴⁰ Equipped with strong field glasses, a Western Union man would read aloud to the cable operator near him the⁶⁰ story being typed in the press stand fifty feet below, and it was instantly transmitted to Reuters, one of⁸⁰ the largest European news agencies. (88)

. . .

One of County Treasurer Landrum's hens, so a dispatch from Vinita, Oklahoma, has it, had an odd brood²⁰ to raise this summer. The eggs she was hatching mysteriously disappeared, and four kittens were found in their place.⁴⁰ But the hen seemed to be perfectly satisfied. (49)

B-u-t-e-s—Boots!

Some people make a legitimate business of opening safes. And it was to one of these experts that an alarmed⁸⁰ jeweler appealed for help when he could not unlock his vault and get at the thousands of dollars' worth of gems he⁴⁰ had put away the night before.

The code word had been changed he explained, but when he dialed the door had refused to⁶⁰ open.

"What's the word it's set for?" queried Courtney.

"Boots," said the man. "Like you wear on your feet."

Courtney dialed B-O-O-T-S, and⁸⁰ felt the tumblers click into place. But before opening the door, he turned again to the proprietor.

"You say¹⁰⁰ the word is 'Boots?'" Courtney repeated.

"Of course, B-U-T-E-S!" (109)

Life Insurance Letters

Typical Letters from Volume 2 of the Gregg Vocational Dictation Series, in preparation

Dear Sir:

Would you be interested in a "promise to pay"

TO YOU	\$100 a month for life, commencing ²⁰ at age 65?
AND	\$100 a month if totally disabled within the provisions of ⁴⁰ the policy?
AND TO YOUR BENEFICIARY	\$100 a month for life, commencing at your death? ⁶⁰
AND TO YOUR ESTATE	\$100 a month for balance, if any, of "twenty-year certain" period?

Such⁸⁰ a "promise to pay" may be secured at a very reasonable rate of yearly deposit. Just fill in and¹⁰⁰ return the enclosed card to obtain the details of the "Contentment Plan."

Very truly yours, (116)

To the Grand Rapids Agency:

Subject: Policy No. 2A6610

The name of the proposed²⁰ beneficiary is so illegible on the form 0978B that we cannot take any action.⁴⁰ Please have the insured give the correct name of the proposed beneficiary and we shall then make the change and⁶⁰ return the policy to you for delivery.

Yours very truly, (72)

Mr. James L. Hutchens

4323 College Street

Des Moines, Iowa

In re Miss Genevieve Baynter²⁰

Policy No. A44680C

Dear Sir:

As the insured was not in sound health when she made⁴⁰ application, and as she denied medical treatment that she received prior to that time, we have rejected the⁶⁰ claim about which we wrote on November 21.

Please notify the claimant and tender her \$6.00⁸⁰ representing the return of premiums provided for in the policy. If the amount is accepted, have¹⁰⁰ the enclosed release completed and return it. If she refuses the money, let us know at once.

Yours respectfully, (121)

Getting the Greatest Good Out of the Office Telephone

Adapted from a booklet issued by the New York Telephone Company

(Any but the words italicized can be read by any student who has finished the Eighth Chapter of the Manual.)

During the course of a business day you come in contact by *telephone* with a great number of people. Some you²⁰ are glad to deal with because they show *interest* and courtesy. Others you deal with only when necessary⁴⁰ because they treat you in a more or less *perfunctory* manner and give the impression that they are too busy⁶⁰ to bother with you, or are conferring a favor.

Needless to say, you would rather talk and do business with people⁸⁰ in the first class.

In these days with the ever increasing tendency to handle more and more business by¹⁰⁰ telephone, a firm's *reputation* for good business methods is often *affected* by the way in which the telephone⁸⁰ is used.

The following pages are devoted to pointing out methods of obtaining the most good from the¹⁴⁰ use of the telephone.

When you are talking to a person face to face you depend on your general expression¹⁶⁰—a smile or a gesture—to help convey the meaning of your words.

In a conversation over the telephone,¹⁸⁰ the tone of your voice alone gives expression to your words. A sharp word spoken with a

smile when face to face may³⁰⁰ emphasize a point. Over the telephone it may merely irritate.

Let your tone convey an *anxious-to-serve*³⁰⁰ spirit, which will create a good impression of you and your company, and people will enjoy talking to you.³⁴⁰ A cheerful voice aids in putting the other fellow in a good humor.

Clear enunciation is also very³⁶⁰ important, because the person to whom you are talking is not helped to understand by watching your face or³⁸⁰ reading your lips.

Speak directly into the telephone, with the lips not more than one-half inch from the mouthpiece.

When³⁹⁰ your telephone rings, answer it promptly. If you do not, the person calling may not wait. *Avoid* answering with⁴⁰⁰ indefinite words, such as, "Hello?" or "Yes?"

The best way to answer is to identify yourself immediately⁴¹⁰ by the use of your name or department, or both. The following is a good method:

Your bell rings. You answer,⁴²⁰ "Rug Department, Mr. Baker speaking." The calling party should answer, "This is Mr. Wood, of Curtis and⁴³⁰ Sons." The conversation can then continue without unnecessary delay.

Try to avoid the "Hello" habit.⁴⁴⁰

If someone else answers your telephone (a *secretary*, for example), it should be answered with your name,⁴⁵⁰ as "Mr. Baker's office."

When taking a call for a person who is out of the office and the calling party⁴⁶⁰ does not volunteer his name, it makes a better impression to say, "May I tell him who called?" than to ask, "Who⁴⁷⁰ is calling?"

When you have finished talking, replace the receiver quietly, as slamming it is likely to cause a⁴⁸⁰ sharp bang in the ear of the person with whom you have been talking.

If the party who calls you wants someone who can⁴⁹⁰ be reached at another extension, attract the attention of the attendant by *signaling* slowly, and ask⁵⁰⁰ her to *transfer* the call to the person or department desired.

When you wish to communicate by telephone⁵¹⁰ with another person connected to your switchboard, remove your receiver, and when the attendant answers, give⁵²⁰ her the extension number or name of the person desired.

When you wish to reach a telephone either in the⁵³⁰ city or out of town, pass the number and remain at the telephone until—

An answer is received

A busy⁵⁴⁰ signal is received

You are satisfied that no one will answer, or the operator tells you what to do.⁵⁵⁰

Remaining at the telephone enables you to show the called person the courtesy of being there, ready⁵⁶⁰ to talk when he answers.

If on an out-of-town call, the desired telephone number is not found in the directory,⁵⁷⁰ it may be obtained by calling Information. An out-of-town call to the more distant points will be⁵⁸⁰ accepted if you furnish the name and address of the person under whose name the telephone is listed. *However*,⁵⁹⁰ faster service will be obtained if you give the telephone number.

You will find it of assistance to maintain⁷⁰⁰ a list of numbers of *frequently* called persons or firms.

If a call to a more distant point cannot be⁷¹⁰ completed at once, the operator will continue to work on it until the connection can be *established*.⁷²⁰

When you receive an answer from the called telephone, it is a good plan to identify yourself immediately⁷³⁰ by saying, for example, "This is Mr. Wood, of Curtis and Sons."

The general information pages⁷⁴⁰ of the directory *include* rates to certain places and for various types of calls, as well as rates⁷⁵⁰ applying during different periods of the day and night. Other information about rates on out-of-town⁷⁶⁰ calls may be obtained from Long Distance.

If you are to be away from your office and no one is available⁷⁷⁰ who can handle your calls, it is always advisable to notify the attendant where you can be reached, the⁷⁸⁰ telephone number and the probable time of your return.

Best *results* will be obtained, when trying to get the⁷⁹⁰ attention of the attendant, by signaling slowly two or three times, and then pausing for an answer. Repeat⁸⁰⁰ this operation, if necessary, until an answer is received.

If you are signaling your attendant,⁸¹⁰ and a *central* office operator answers, advise her to that effect and continue signaling.

In case⁸²⁰ of fire, or when calling for the police, or when summoning an ambulance, place the call by saying, "I want to⁸³⁰ report a fire," "I want a policeman," or "I want an ambulance." (992)

Legal Papers—V

AGREEMENT

of
Conditional Sale
between

THE

JOHNSON HEATING COMPANY

of New York
84 West 24 Street
New York, N. Y.

and
William Carter
for

HEATING SYSTEM

at
291 West 141 Street
New York, N. Y.

AGREEMENT, made at New York, N. Y., this 10th day of September, 1933, between Johnson Heating⁹⁰ Company, of New York, hereinafter described as the "Seller," and William Carter, hereinafter described⁹¹ as the "Purchaser,"

WHEREAS, the Purchaser is desirous of purchasing from the Seller a certain heating⁹² system, title thereto to remain in the Seller

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on new Remington noiseless portable



TEACHERS! MAIL COUPON TODAY . . .

The new Remington Noiseless is the latest development, the last word in portable typewriters. Try it yourself for five days without cost or obligation. Notice its smooth-as-silk action; its sharp clean-cut carbons. The noiseless feature permits typing where ordinary noisy portables would not be permitted.

The new Remington Noiseless Portable is available to teachers in a wide variety of type faces and keyboards for almost all

languages, as well as chemical, medical, mathematical, and other symbols. Mail the coupon now for full details on 5-DAY FREE TRIAL offer, and special low terms for teachers only.

TYPEWRITER DIVISION
REMINGTON RAND
BUFFALO, N. Y.

(Check one or both below)

- ☐ Tell me how I can arrange for a 5-day free trial offer of new Remington Portable.
- ☐ Send me FREE copy of "Dictation Facts No. 1" for classroom use.

Name

Address

When accepting this offer please mention The Business Education World.

smile when face to face may³⁰⁰ emphasize a point. Over the telephone it may merely irritate.

Let your tone convey an *anxious-to-serve*²²⁰ spirit, which will create a good impression of you and your company, and people will enjoy talking to you.²⁴⁰ A cheerful voice aids in putting the other fellow in a good humor.

Clear enunciation is also very³⁵⁰ important, because the person to whom you are talking is not helped to understand by watching your face or³⁰⁰ reading your lips.

Speak directly into the telephone, with the lips not more than one-half inch from the mouthpiece.

When³⁰⁰ your telephone rings, answer it promptly. If you do not, the person calling may not wait. Avoid answering with³²⁰ indefinite words, such as, "Hello?" or "Yes?"

The best way to answer is to identify yourself immediately³¹⁰ by the use of your name or department, or both. The following is a good method:

Your bell rings. You answer,³⁰⁰ "Rug Department, Mr. Baker speaking." The calling party should answer, "This is Mr. Wood, of Curtis and³⁰⁰ Sons." The conversation can then continue without unnecessary delay.

Try to avoid the "Hello" habit.⁴⁰⁰

If someone else answers your telephone (a *secretary*, for example), it should be answered with your name,⁴²⁰ as "Mr. Baker's office."

When taking a call for a person who is out of the office and the calling party⁴⁴⁰ does not volunteer his name, it makes a better impression to say, "May I tell him who called?" than to ask, "Who⁴⁶⁰ is calling?"

When you have finished talking, replace the receiver quietly, as slamming it is likely to cause a⁴⁸⁰ sharp bang in the ear of the person with whom you have been talking.

If the party who calls you wants someone who can⁵⁰⁰ be reached at another extension, attract the attention of the attendant by *signaling* slowly, and ask⁵²⁰ her to *transfer* the call to the person or department desired.

When you wish to communicate by telephone⁵⁴⁰ with another person connected to your switchboard, remove your receiver, and when the attendant answers, give⁵⁶⁰ her the extension number or name of the person desired.

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In case⁹⁶⁰ of fire, or when calling for the police, or when summoning an ambulance, place the call by saying, "I want to⁹⁸⁰ report a fire," "I want a policeman," or "I want an ambulance." (992)

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WHEREAS, the Purchaser is desirous of purchasing from the Seller a certain heating⁹⁰ system, title thereto to remain in the Seller

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on new Remington noiseless portable



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The new Remington Noiseless is the latest development, the last word in portable typewriters. Try it yourself for five days without cost or obligation. Notice its smooth-as-silk action; its sharp clean-cut carbons. The *noiseless* feature permits typing where ordinary noisy portables would not be permitted.

The new Remington Noiseless Portable is available to teachers in a wide variety of type faces and keyboards for almost all

languages, as well as chemical, medical, mathematical, and other symbols. Mail the coupon now for full details on 5-DAY FREE TRIAL offer, and special low terms for teachers only.

TYPEWRITER DIVISION
REMINGTON RAND
BUFFALO, N. Y.

(Check one or both below)

- ☐ Tell me how I can arrange for a 5-day free trial offer of new Remington Portable.
- ☐ Send me FREE copy of "Dictation Facts No. 1" for classroom use.

Name

Address

When accepting this offer please mention The Business Education World.

until full payment has been made by the Purchaser,

NOW, in⁸⁰ consideration of the mutual covenants herein contained, it is agreed,

1. The Seller agrees to¹⁰⁰ deliver to the purchaser the heating system more fully described under the heading Specifications as¹⁸⁰ herein-after set forth, and to install the same in accordance with said specifications, in premises¹⁴⁰ situated at 291 West 141 Street, New York, N. Y., which said premises are¹⁶⁰ more fully described as a certain piece or parcel of land with improvements thereon, and all rights appurtenant¹⁹⁰ thereto, bounded and described as shown in the diagram attached.

2. The Purchaser hereby states that he, she, or they³⁰⁰ are the sole and record owner or owners of the said real estate wherein said heating system is to be²⁸⁰ installed, and that this representation is made knowing and intending that the Seller shall rely upon the²⁴⁰ same in delivering and installing said heating system and in entering into this agreement. (259)

Note: The formal heading is omitted in the word count.

December Talent Teaser

BELL RINGS 92 YEARS

Believed to be the nearest approach to the hypothetical perpetual motion machine, a bell in the²⁰ Clarendon Laboratory at Oxford has been ringing continuously for ninety-two years, apparently⁴⁰ of its own volition and will apparently keep at it for many more years.

The bell was made by a London⁶⁰ instrument maker in 1840 and has never been repaired. It is worked by a dry pile⁸⁰ battery consisting of 5,000 small paper discs coated with zinc and copper and encased in two glass tubes. A¹⁰⁰ small metal gong is connected by wire to each tube, and between the gongs a little metal ball hangs by a silken¹²⁰ thread.

As the battery charges each gong the ball, attracted and repelled, swings back and forth, striking the gongs. The¹⁴⁰ ringing of this bell, although it is hermetically sealed in a glass case, can be heard about eight feet away.¹⁶⁰

The laboratory authorities, however, feel sure that in time some part of this instrument will wear out.¹⁸⁰ And, except as a demonstration of this particular type of battery this perpetual motion machine²⁰⁰ has not the slightest utility. (207) — *Herald Tribune Bureau.*

More Speed Pointers

From "Gregg Speed Building"

(Continued from the November issue)

21. Pausing and pondering upon hard words while the dictation is *accommodatingly* retarded¹⁴⁰ or *suspended* will never teach one to

write hard words when the speaking goes right on. In writing from *dictation*,¹⁴⁰ therefore, it should be an invariable rule never to allow one's self to pause when a difficult or doubtful¹⁵⁰⁰ word or phrase is *encountered*.

22. *Shorthand* speed is not an *extraordinary* thing to expect of the normal¹⁶²⁰ student, but it is a skill that comes only as the *result* of a certain amount of definite and *directed*¹⁸⁴⁰ effort. The chief difficulty to overcome, and one that cannot be supplied by a textbook, is the right¹⁸⁶⁰ quantity of dictation.

In *addition* to perfecting your knowledge of the theory *principles* and¹⁸⁸⁰ *practicing* faithfully all the speed-building drills, you must have sufficient dictation to enable you to *incorporate*¹⁹⁰⁰ your improved grasp on the *shorthand principles* into your actual writing. Get all the dictation you¹⁹²⁰ can and be sure you read it back.

23. There is no *substitute* for dictation *practice*. A well-planned course of *instruction*¹⁹⁴⁰ in *shorthand* speed building must *provide* that at least three-fourths of the time be spent in taking dictation and *transcribing*¹⁹⁶⁰ it. Some of the dictation will be *repetition* dictation—the previous day's dictation, for example,¹⁹⁸⁰ redictated three or four times to speed up the signals from the brain to the hand. A greater part of the¹⁷⁰⁰ dictation, *however*, should be on new matter in order to *accustom* the mind to meeting new words and new¹⁷²⁰ dictation conditions.

You may copy the outlines by the hour, but *until* you are able to write them without¹⁷⁴⁰ hesitation from dictation of new matter they are useless to you from a *practical* point of view. Allow¹⁷⁶⁰ sufficient time in your daily *program* to test your progress by using your skill under *practical* dictation¹⁷⁸⁰ conditions.

24. You should now begin to use your *shorthand* skill outside the classroom. *Shorthand* is much more than a tool for¹⁸⁰⁰ *stenographic* purposes. It is a personal *accomplishment* of the highest order. Use it wherever¹⁸²⁰ possible for longhand.

There are many opportunities for you to put your skill to *practical* use while you are¹⁸⁴⁰ studying it. Take a portion of a talk over the radio once or twice a week and *transcribe* as much of¹⁸⁶⁰ it as you can. Check all the doubtful outlines in your notes and look them up in your *shorthand* dictionary. Choose a¹⁸⁸⁰ talk about some subject in which you are especially *interested*, so that your knowledge of and *interest*¹⁹⁰⁰ in the subject will help you when *transcribing* your notes. Another *interesting* project for those who ride daily¹⁹²⁰ on trains or street cars is to copy the advertisements in *shorthand*. The words used in these advertisements are of¹⁹⁴⁰ high *frequency* and drill on them will be very *beneficial* to you. These two suggestions will call other¹⁹⁶⁰ *interesting possibilities* to your mind.

25. A safe standard as to size of notes is this: Make your notes as small as¹⁹⁸⁰ you can without hampering freedom of movement. If it is your temperament to write small, it is probably²⁰⁰⁰ because you use a great deal of

Again

VENUS-VELVET SHORTHAND CONTEST

**Prizes: Teachers—3 Silver Cups
Students—\$100 Cash**

Teachers of Gregg Shorthand were enthusiastic about the first Venus-Velvet Shorthand Contest conducted last Spring. Here's what a few of them said:

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"The contest helped stimulate interest in my work . . . my pupils liked them (Venus-Velvet) much better than any other pencil for their shorthand work."

"The students were very enthusiastic over this contest."

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This gives your students an opportunity to put your teaching to practical use. It gives you an opportunity to win a beautiful silver cup, engraved with your name, that will be an inspiration to shorthand students of your classes for years to come.

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finger movement. Finger movement is *essential* to a small, compact style; but the³⁰²⁰ use of the fingers should not be allowed to *interfere* with a free, flowing movement. There is no advantage in³⁰⁴⁰ "packing" your notes, if, in order to do so, you retard your fast, easy movement across the paper. (2058)

[The correct word from each pair of words in type in the shorthand plate appears here in italics. All other words can be read by any student who has completed the first eight chapters of the Manual.]

Short Stories in Shorthand

Why, Tommy!

Boy: Mother, I want to go out and play.

Mother: What! With those holes in your stockings?

Boy: No, with the bobsled the kids³⁰ across the street got for Christmas. (26)

If You Believe the Headlines—

MACHINE CAREENS INTO DITCH AND HITS
TREE RETURNING FROM DANCE (11)

Novice Class

"Has your sister begun taking music lessons yet?"

"She's taking something on the piano, but I can't tell yet³⁰ whether it's music or type-writing." (26)

His Color Scheme

Neighbor: Why is your car painted blue on one side and red on the other?

Speedy: Oh, it's a fine idea. You³⁰ should hear the witnesses contradicting one another! (30)

Hard Times and Great Expectations

Boss: Are you doing anything on Sunday evening, Miss Mitton?

Miss Mitton (hopefully): No, not a thing.

Boss: Then³⁰ try to be at work earlier Monday morning, will you? (30)

Any Time Before Six

Mike: This is a great country, Pat.

Pat: And how's that?

Mike: Sure, they're after tellin' me you can git a five-dollar money³⁰ order for three cents. (24)

The Major Consideration

Wife [*husband has just fallen from ladder into pile of holly*]: Oh, Clarence! You're knocking all the berries off the holly! (11)

[The Standard Word (a uniform syllable intensity of 1.40) is used in counting these keys.]

(Continued from page 206)

DIRECTED BUSINESS TRAINING AND DIRECTED SECRETARIAL TRAINING, by L. O. Culp, Irma L. Tapp, Dorothy P. Shaw, and Ruth P. Holmdahl, Southern California Commercial Teachers Association, Los Angeles, 1933, 56 pp., paper, 50 cents.

When asked to plan or conduct courses in office practice, teachers are sometimes at a loss as to just how to handle "school service" work—supervision of student-body finances and school secretarial work. They will be pleased to know that a book of practical help is available. The directed business training and directed secretarial training of a high school and junior college of medium size in a comparatively small community¹ are described in detail, with sample forms, charts, and photographs of equipment.

PSYCHOLOGY FOR TEACHERS, by Charles E. Benson, James E. Lough, Charles E. Skinner, and Paul V. West (revised edition). Ginn and Company, Boston, 1933, 490 pp., \$2.

Since it is within the province of teachers to help in changing human beings for the better, it is well for them to learn from the psychologists practical ways of bringing about such changes. This book is especially suitable for the teacher's use in that it is not a mere compendium of psychological facts, but an easily read discussion of everyday teaching problems.

The four parts of the book treat respectively of the bases of behavior, learning and adjustment, measurement of behavior, and personality and adjustment.

Part IV, which presents the psychology of guidance and of personality development, will appeal especially to teachers of business subjects.

A FORM BOOK FOR THESIS WRITING, by William G. Campbell, University of Southern California Press, Los Angeles, California, 1933. [Reviewed by E. Lillian Hutchinson.—Ed.]

Anyone who is confronted with the task of putting book manuscripts, theses, seminar reports, or term papers into proper form for acceptance or publication will find this book extremely helpful.

An outstanding feature is the copious use of facsimile reproductions of the proper typewritten forms of numerous types of manuscript material. The book goes into minute detail regarding forms of references to sources (quotations, footnotes, bibliographies); the preparation of tables, graphs, and illustrations. It also contains typing hints.

¹Fullerton, California.

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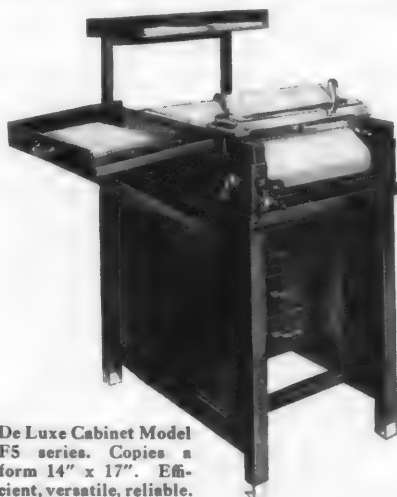
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3. ADDED ECONOMIES—Increases wear of the carbon paper by making it possible to write exactly on a line, and then exactly half way between the lines. Saves stationery. Fewer letters have to be re-typed because of spacing.

4. HOW HEAD STENOGRAPHERS in large offices use it—They can specify in advance the numbers of the lines on which letters or reports should be started, thus making all reports uniform.

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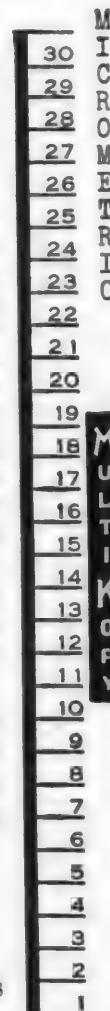
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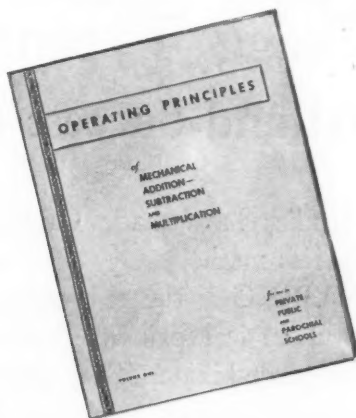
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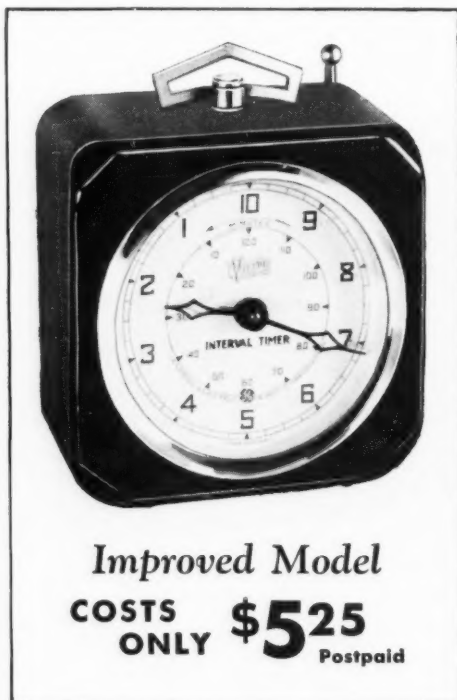
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